

Modern Japanese
for
University Students

Part I

Japanese Department
International Christian University

To

Late Robert H. Gerhard, PhD,

chairman of the Division of Languages at ICU for ten years,

whose assistance and encouragement played a large part

in the production of these materials.

Preface

This material has been developed for the student who wants to acquire a basic knowledge of the Japanese language in a short time. Although spoken Japanese is emphasized at the beginning, easy conversation for tourists is not the object, and the material also establishes firm foundations for reading and writing skills.

This material is based on present day standard Japanese usage, and grows out of ten years' teaching experience at ICU and a group study of Japanese from the point of view of descriptive linguistics. The selection of vocabulary and characters was made on the basis of this staff research, conducted during the past two years, on a month's issues of the Asahi newspaper, probably the leading daily newspaper in Japan. Constant reference was also made to the studies and reports of the National Language Research Institute. The following books published by the Institute were especially valuable:

語彙調査—現代新聞用語の一例—

“A Research on Newspaper Vocabulary”

総合雑誌の用字

“The Use of Written Forms in Japanese Cultural Reviews”

婦人雑誌の用語

“Research on Vocabulary in Women's Magazines”

Grammars by non-Japanese as well as by Japanese scholars were consulted.

Every lesson presents about ten new characters and about thirty new words. An effort has been made, except in the case of loan words or very specialized words, to repeat these at least twice in the following lessons. Altogether, therefore, this material contains 400 characters and 1,250 words, all carefully selected on the basis of current usage.

In terms of function, a Japanese sentence consists of a predicate which can be preceded by a connector and/or a predicate modifier. This ‘predicate’ consists of a verb, an adjective, or a group of words usually made up of a noun plus a particle. A ‘predicate modifier’ consists of a noun with or without a particle, or of an adverb. A ‘connector’ consists of a conjunctive or of a group of words functioning as a conjunctive.

Several sentences may be combined by particles or by some forms

of verbs and adjectives.

Words in Japanese are classified into seven 'parts of speech,' verbs, adjectives, nouns, adverbs, conjunctives, pre-nouns, and particles. Verbs and adjectives are inflected, and can form predicates by themselves. Nouns have no inflection but may be subgrouped as follows: a. verbal nouns, b. adjectival nouns, c. adverbial nouns, d. interrogative nouns, and e. common nouns. Adverbs have no inflection and can be predicate modifiers by themselves. Conjunctives have no inflection, and relate sentences to previous verbal or non-verbal sentences. Pre-nouns have no inflection and always stand before nouns. Particles have no meaning by themselves but play a most important grammatical role in combining words or showing the relationship between them.

Further details will be found in the grammatical explanations in the text.

All preliminary material should be completed before beginning the main text. It is especially important that pronunciation, hiragana, and the characters for the numbers from one to ten, be mastered before the main text is begun, but some conversational expressions can be introduced along with the study of hiragana, the number of these expressions depending entirely upon how fast the hiragana is learned. As soon as the hiragana has been learned, the main text can be introduced.

The main text embodies forty lessons, each lesson consisting of five sections: A. Patterns, B. Vocabulary, C. Pattern Practice, D. Conversation (formal and informal), and E. Reading and Writing. Each lesson is followed by Structure Exercises, Expression Exercises (English-Japanese translation), and Character Charts, which show the stroke-order of newly-introduced characters.

A. and B. should be studied by students before coming to class. Each lesson is intended to be covered in 4 hours of classroom time, divided into five periods as follows:

1. Language Laboratory Drill. (Listening to Model Tapes of Pattern Practice, Conversation, Dictation and Pattern Practice Test.)
2. Oral Drill emphasizing Pattern Practice.
3. Structure and Expression Exercises.
4. Reading and Writing (Mainly for Characters and katakana).
5. Recitation of Conversation.

This schedule may be adjusted, however, depending upon circumstances. The Informal Conversation material is primarily for developing aural recognition.

Model tapes to accompany the lessons are available. These give ten

minutes of Conversation and fifteen minutes of Pattern Practice, making a total length of 25 minutes for each lesson.

Roman letters are used in this material as phonemic symbols, employing the 'Standard System' with the following modifications (Cf. the Syllabary Chart):

1. /ci/ and /cu/ are used for /ち/ and /つ/ respectively.
2. /N/ is used for /ん/.
3. A long vowel is indicated by repeating the vowel letter.

The following abbreviations are used in this material:

V. (Verb), A. (Adjective), Ad. (Adverb), Pren. (Prenoun),
P. (Particle), C. (Conjunctive),
N. (Noun)...V.N. (Verbal Noun), A.N. (Adjectival Noun),
Ad.N. (Adverbial Noun), I.N. (Interrogative Noun),
C.N. (Common Noun)

“ ” (English translation)

/ (Pause of breath)

ī, ū (Devoiced vowels)

' (Accent; the syllable after which the pitch goes down)

(A word appearing only in the informal conversation given at the end of each lesson)

After Lesson 20, devoiced vowels and accents are not indicated except in the Pronunciation Keys for Conversation and Vocabulary, and there is less use of Romanization.

After using this material for a year in mimeographed form on an experimental basis, we published it. This is still a sort of preliminary edition. Constructive comments or suggestions, therefore, are solicited and will be very much appreciated.

We want to express our gratitude to Dr. and Mrs. Kleinjans, who have given many valuable comments and suggestions; to Mr. McCaleb, who has spent a great deal of time in going over the materials, especially in checking the English; and to all those in the Division of Languages who have helped us in various ways, especially Profs. Shimizu, Henne, and Cabbage. Last, but by no means least, our gratitude goes to Mrs. Geeslin, who helped to make the English Keys for the Expression Exercises.

Japanese Department
Division of Languages
International Christian University
July 1963

Preface for the Revised Edition

Since the first edition of *Modern Japanese for University Students*, Part I, was published in July 1963, we have produced and used Part II in January 1965 and Part III in May 1965 in mimeographed form.

We are now glad to present the revised edition of Part I after using the first edition for two years.

In this edition, all the errors in the Errata to the first edition were examined and corrected. However, since we have used the original material of the first edition no radical changes were made. Other revisions are as follows:

1. *Katakana* Syllabary and the characters for the numbers from one to ten were added.
2. The usage of characters was corrected to closely follow 「当用漢字・送りかな・筆順」 edited by Ministry of Education, 1960. There are several ways in which a character may be used and read. When the character appears in a usage which is not officially approved but is commonly used, *Kana* will be placed above that character.
3. Characters in Part I were selected from the most commonly used ones according to the National Language Research Institute's 「現代雑誌九十種の用語用字(2)」 1963. However, ten characters, the frequency of which is not very high, are added to this edition because it is difficult to include them in Part II or in Part III. These are 涼, 寮, 房, 震, 憩, 廊, 灯, 祈, 郵, and 掃.
4. Any grammar note which is not relevant to the patterns in that lesson was moved as a foot-note to the section where the note is necessary except in several places where moving was impossible due to the lack of space. In these cases they are marked by * and Cf.— to indicate where they belong.
5. We have tried to improve submaterials, the Structure and Expression Exercises and Writing Sheets.

We hope this revision will be of more help to students than the first edition. We want to express our sincere gratitude to Miss Berlyn Nishimura and Miss Naomi Izumo who helped us in checking the English.

Japanese Department
Division of Languages, ICU
July 1965

PRELIMINARY MATERIAL

I. PRONUNCIATION

1. Vowels:

Japanese pronunciation is relatively easy compared with such language as English or Chinese. The reason could be that,

1. there are only five vowels in Japanese, and these vowels usually keep the same quality, and 2. a Japanese consonant is usually followed by a vowel to make a unit of sounds which is usually called a syllable, and consonants are usually not grouped together.

The five vowels are /i, e, a, o/ and /u/.

/i/ high, front unrounded vowel. (Like the vowel in "beat" but short. Not like the vowel in "bit".)

/e/ mid, front, unrounded vowel. (Like the vowel in "bet".)

/a/ low, central, unrounded vowel. (Like the first quality of the diphthong [ai] in "kite". Not like the vowel in "hat".)

/o/ mid, back, rounded vowel. (Like the vowel in "oil".)

/u/ high, central, rounded or unrounded. (Like the vowel in "cool" but short.)

These five are traditionally ordered /a, i, u, e, o/ in the syllabary. Try to distinguish the five vowels clearly. Each vowel must be pronounced shortly and sharply.

2. Consonants:

There are 16 consonants in Japanese. Each is usually followed by a vowel to make a syllable. Let us practice them following the traditional order in the syllabary.

ka	ki	ku	ke	ko
sa	si (shi)	su	se	so
ta	ci (chi)	cu (tsu)	te	to
na	ni	nu	ne	no
ha	hi	hu (fu)	he	ho
ma	mi	mu	me	mo
ya	(i)	yu	(e)	yo
ra	ri	ru	re	ro

wa (i) (u) (e) (o)
 N (n)

Note that /i/ is so high that the preceding consonant gets palatalized. For example, /si/ sounds like [ʃi] in "she" rather than [si] in "see". This is the reason why /shi/ is used in the Hepburn system. However, Japanese /si/ is slit and less palatalized while [ʃi] is groove and more palatalized. Therefore, try to get somewhere between [si] and [ʃi] for Japanese /si/.

We have no combination of /t/ and /i/ nor /t/ and /u/. Instead, we have /chi/ and /tsu/ whose consonant is often written as /c/ as a phoneme.

/hu/ is often pronounced as bilabial (made placing both lips close together), but never labio-dental [f] (made the lower lip against the upper teeth), though /fu/ is used in the Hepburn system.

We have no combination of /y/ and /i/ nor /y/ and /e/. We say /ya, i, yu, e, yo/ substituting /yi/ and /ye/ with /i/ and /e/.

/r/ is probably the most difficult sound for English-speaking students. This is neither /r/, /l/ nor /d/ in English, but may be most close to /d/. In Japanese it is necessary to distinguish /r/ and /d/. In both cases the tongue touches somewhere and comes off quickly and decisively. The difference between these /r/ and /d/ is that of the position of contact.

/r/.....against the alveolar ridge with the very tip of the tongue.

/d/.....against the teeth with somewhere more front of the tongue.

ga	gi	gu	ge	go
za	zi	zu	ze	zo
da	zi (ji)	(zu)	de	do
ba	bi	bu	be	bo
pa	pi	pu	pe	po

/z/ is most commonly pronounced as an affricate of combination of [d] and [z]. However, some people use fricative [z] especially when this sound occurs between two vowels.

/b/ and /p/ are related to /h/ in Japanese because of historical reasons.

/n/ is sometimes called the syllabic /n/ or syllabic nasal. This can make a syllable by itself. The pronunciation of this varies according to the following sound. There are four pronunciations.

1. Before [p, b, m] - a syllabic [m].
2. Before [t, d, c, z, n] - a syllabic [n].

3. Before [k, g] - a syllabic [ŋ] (ng).

4. Elsewhere - nasalization of the previous vowel.

The Hepburn Romanization writes this /m/ if it is followed by [p, b, m], /n/ if it is followed by a vowel, or /n/ before other sounds. The standard Romanization writes this always /n/.

Practice the following giving enough time for /n/ as to be a full syllable.

konbanwa	[ko-m-ba-n-wa]	génki	[ge-n-ki]
konniciwa	[ko-n-ni-chi-wa]	inku	[i-n-ku]
kóndo	[ko-n-do]	ringo	[ri-n-go]

Practice the following final /n/ trying not to have the tongue touching the top of the mouth anywhere.

pán	sinbun	Nihón	pén
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3. Vowels in Sequence:

In Japanese a vowel can be followed by another vowel - each is pronounced in a short, clear, evenly stressed fashion. Practice the following sequences of vowels.

Note: 1. Give an equal amount of time to each vowel.

2. Try not to change the quality of vowel.

3. Give a full quality to the second vowel.

The following should be clearly distinguished.

/ai/ and /ae/ /au/ and /ao/

These can be pronounced with high - low pitch or low-high pitch. Practice both.

ai	ia	ua	ea	oa
au	iu	ui	eu	oi
ae	ie	ue	eo	ou
ao	io	uo		eo

Practice the following sequences of three vowels. These can be pronounced with high-low-low pitch, low-high-low pitch, or low-high-high pitch.

aia	iai	aio	ueo	aoa	eie
aiu	iei	aoa		aoe	
aie	uiu	aoi	uoi		

Practice the following sequences of four vowels. These can be pronounced high-low-low-low pitch, low-high-low-low pitch, low-high-high-low pitch, or low-high-high-high pitch.

aiai	ieie	aoao	uiui	eiei
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4. Double vowels:

A vowel can be repeated as in /aa, ii, uu, ee, oo/. These double vowels are sometimes called long vowels and take as long to pronounce as two short ones. Don't slide the sounds together when the vowels are repeated. e.g. /oo/ should be [oo] or [o:], but not [ou] nor [ow]. It is important to master the difference between the short (simple) vowels and the long (double) vowels because so many words are distinguished by vowel length alone.

(e.g.)	é	"picture"	ée	"yes"
	i	"stomach"	ii	"good"
	ó	"tail"	óo	"king"
	ho	"sail"	hoo	"law"

Note: 1. The symbol ' shows the accent which will be discussed later.

2. Long vowels are written as follows:

long /a/	aa, ā
long /i/	ii
long /u/	uu, ū
long /e/	ee, ē
long /o/	oo, ō

Practice the following with high-low pitch and low-high pitch.

aa, ii, uu, ee, oo

Practice the following syllables with high-low-low pitch, low-high-low pitch, and low-high-high pitch.

aii, aoo, iie, iio uue, uoo, eii, ooa, ooi, ouu

Practice the following with high-low-low-low pitch, low-high-low-low pitch, low-high-high-low pitch, or low-high-high-high pitch.

iiiai, iiaiu, ooooo

Practice the following with high-low-low (low.....) pitch, or low-high-(high.....) pitch.

ega, eega	ida, iida	omiya, oomiya
mesi, meesi	kita, kiita	omugi, oomugi
ike, ikee	cuzi, cuzii	omawari, oomawari
tobe, tobee	kai, kائي	
me, mee	tori, torii	

5. Accent:

The prominence of a syllable is conditioned by a variety of

factors, such as stress, vowel-color, pitch, voicing, etc. Of these, stress is most important in English putting a heavy stress on some syllable, and various weaker stresses on the others, and rushing syllables in between the heavy—stressed ones—speeding up the weaker syllables. In other words, *stress* is used to differentiate words and phrases from each other. This type of accentuation is called *stress-accent*.

In Japanese each syllable is given a moderate, even stress and about the same time, In Japanese pitch is most prominent and pitch is used to differentiate words and phrases. This type of accentuation is called *pitch-accent*. The accent is marked by ', which shows the last syllable before a fall in pitch. The words (or phrases) which have no falling are called unaccented and not marked at all. An unaccented word always starts low.

aóí	low-high-low	"blue"
hako	low-high (which is unaccented)	"box"
hón	high-low	"book"

The word with the accent mark on the last syllable indicates that the fall takes place when the word is followed by other words (mostly particles) while no fall takes place when the word is unaccented.

ki	(ga)	low-(high)	"mind"
kí	(ga)	high-(low)	"tree"
hasi	(ga)	low-high-(high)	"edge"
hasí	(ga)	low-high-(low)	"bridge"
C.f. hási	(ga)	high-low-(low)	"chopstick"

In standard Japanese a pause group (a group of words without any break) has only falling. When several accented words are put together one of the fallings is usually kept and the rest disappear in rapid speech while some or all fallings are kept in slow speech. The fallings which could disappear are indicated by (').

kí ga / arimá<u>su</u>.	two fallings	"There are some trees."
kí ga arimá<u>su</u>.	one or two fallings depending on the speed	
ookíi / ká<u>sa</u>	two fallings	"a large umbrella"
ookíi ká<u>sa</u>	one or two fallings	

Note: / shows the division of pause group.

6. Devoiced vowels:

Every Japanese vowel is voiced when pronounced by itself. However, when a vowel, especially /i/ or /u/, occurs between two voice-

less consonants, /p, t, k, s, h, c/, it is usually voiceless. This is called a devoiced vowel. You may not even hear a vowel, but enough time for a syllable must be given. This devoiced vowel is indicated by adding a slanting line as follows: *kíté* *sukí*

The final vowel after a voiceless consonant is usually devoiced.

kimásu. hón desu.

The initial vowel before a voiceless consonant is often devoiced.

ícimai ukiyoe

The phenomenon usually occurs on unaccented syllables, but some people have this devoicing even with accented syllables. This is the reason why we have two varieties /kíta/or/kítá/ for "came". When several devoiced vowels occur in succession, some of them are kept voiced so that the word can be pronounced clearly. e.g./ucukusii/will be/ucukusii/.

The last vowel in the unaccented word is not devoiced as if it were accented.

oku "to put" cf. /**oku** to.../ "if (we) put..."

hasi "edge" cf. /**hasi** to.../ "edge and..."

Practice the following words.

cukí "moon"

kucú "shoes"

pítári "tight"

hito "person"

kikú "chrysanthemum"

sukósi "a little"

cikái "near"

pisutoru "pistol"

hikóoki "air-plane"

káku "to write"

syúhu "capital"

ícucu "five"

ákí "autumn"

hanásu "to talk"

zéhi "by all means"

isu "chair"

7. Double consonants:

It was pointed out that a long (double) vowel takes as twice as long a short (simple) vowel. This kind of phenomenon also occurs for some consonants.

e.g. **si-ta** two syllables "did"

si-t-ta three syllables "knew"

For the second word, after pronouncing /si-/, take enough time for one syllable but be ready to pronounce the following sound, [t], and then /te-/. This occurs with /ci/ or /cu/, which is sort of a combination of [ts] + vowel.

In Japanese words, this occurs only with [p, t, k, s], but in

foreign words, this occurs with other sounds.

e.g. **bé-d-do** "bed"
bá-g-gu "bag"

The double consonants are indicated by writing the letter twice as follows:

kippu "ticket" **kitte** "stamp"
kékkoo "fine" **issyoo** "together"

In case of /c-/ an extra /t/ is added.

e.g. **itci** "agreement"

Practice the following getting the correct number of syllables.

	(two)		(three)
mata	"again"	mátta	"waited"
sita	"did"	sitta	"knew"
káta	"shoulder"	kátta	"won"
ita	"was"	itta	"went"
ici	"one"	itci	"agreement"
	(three)		(four)
satóo	"sugar"	sattoo	"rush"
itoo	(proper noun)	íttoo	"a head"
siteru	"be doing"	sitteru	"know"
syokoo	"the first proof"	syokkoo	"mechanic"
icyoo	"stomach"	itcyoo	"once"

9. Palatalized consonants:

All the consonants except /t/, /d/, /y/ and /w/ can be palatalized. This palatalized consonant is written by adding /y/.

e.g. /ky-/

You have to treat /ky-/ as one consonant which makes a syllable when followed by a vowel. You have to distinguish /ka/ from /kya/ because /káku/ "to write" and /kyaku/ "guest" are different words. You also have to distinguish /kya/ (one syllable) from /kiya/ (two syllables) because /kyaku/ "guest" and /kiyaku/ "rule" are different words.

These palatalized consonants only occur with vowels /a, u, o/ as follows:

kya	kyu	kyo	gya	gyu	gyo
sya (sha)	syu (shu)	syo (sho)	zya (ja)	zyu (ju)	zyo (jo)
cya (cha)	cyu (chu)	cyo (cho)			
nya	nyu	nyu			

hya	hyu	hyo	{	bya	byu	byo
mya	myu	myo		pya	pyu	pyo
rya	ryu	ryo				

The Hepburn Romanization writes /sh-/ for /sy-/, /ch-/ for /ty-/, and /j-/ for /zy-/. Practice the following words getting the correct number of syllables.

(two syllables)

káku kyaku

kómu kyómu

gaku gyaku

(three syllables)

sikaku sikyaku

(four syllables)

happoo happyoo

kuusyuu kyúusyuu

kuukoo kyuukoo

booin byooin

Practice the following words paying special attention to the *accent* and the *number of syllables*.

happoo

kaku

sikaku

hangaku

booin

happyoo

kyaku

sikyaku

hangyaku

byooin

happiyoo

kiyaku

sikiyaku

hangiyaku

biyóoin

II. CONVERSATIONAL EXPRESSIONS

I. Ásiacu

1. Ohayoo (gozaimásu).
2. Konniciwa.
3. Konbanwa.
4. Oyasumi nasái.
5. Sayo(o)nára.
6. Mata áto de.
7. Dóomo aríгатoo (gozaimásu).
8. Iie, dóo itasimásíte.
9. Sícúree simásíta.
10. Ogénki desu ka.
11. Háí, okagesama de (génki desu).
12. Máa maa desu.
13. Cyóttó cukárete (i)másu.
14. Atamá ga itái desu.
15. Kaze o hikimásíta.
16. Sore wa ikemasén né.
17. (Dóozo) odaizi ni.
18. {Gomennasái }
 {su(m)imasén }
19. Kyóo wa {acúi }
 {samúi } desu né.
20. Íi oténki desu né.

- I. "Greetings"
1. "Good morning."
(Lit. It is early in the morning.)
 2. "Good afternoon."
(Lit. Good day.)
 3. "Good evening."
 4. "Good night."
(before getting retired)
(Lit. Rest well)
 5. "Goodb-ye."
 6. "See you later."
 7. "Thank you (very much)."
 8. "You're welcome." "Not at all."
 9. "Excuse me." (for what is done)
 10. "How are you?"
(Lit. Are you well?)
 11. "Fine, thank you."
 12. "So-so."
 13. "I'm a little tired."
 14. "I have a headache."
 15. "I've caught a cold."
 16. "That's too bad."
 17. "Please take care of yourself."
(to a sick person)
 18. "Excuse me. I'm sorry."
(appology)"
 19. "It's^{hot}_{cold} today isn't it?"
 20. "Fine weather, isn't it?"

II. Kyoosicu de.

1. Ohayoo gozaimásu.
2. Saa, hazimemasyoo.
3. Minásan, hón o akemasyoo.
4. Issoyo ni

{	yónde kudasái.
	míte kudasái.
	kiite kudasái.
	itte kudasái.
5. Moo icido

{	itte kudasái.
	káite kudasái.
6. Hón o mínaide kudasái.
7. _____ san, wakarimásita ka.
8. Háí, wakarimásita.
9. Iie, wakarimasén.
10. Yóku dekimásita.
11. Kore de owarimásu.
12. Sayo(o)nára.
13. Mata asita.
14. Áto ni cüite, itte kudasái.
15. Kurikáesite kudasái.
16. Kotáete kudasái.
17. Sícumon site kudasái.
18. Naósite kudasái.
19. Mótto óokina kōe de, itte kudasái.
20. _____ san, dóozo (yatte kudasái.)

- II. "In the classroom."
1. "Good morning."
2. "Let's begin."
3. "(Everybody,) let's open the book."
4. "altogether" { "Please read it."
5. "once more" { "Please look at it."
- { "Please listen to it."
- { "Please say it."
- { "Please write it."
6. "Please don't look at the book."
7. "Did you understand it, Mr. (Miss or Mrs.) ____?"
8. "Yes, I understand it."
9. "No, I don't understand it."
10. "You did well."
11. "The class is over."
12. "Good-bye."
13. "See you tomorrow."
14. "Please repeat (after me)."
15. "Pleaserepeat."
16. "Please give the answer."
17. "Please ask (the) question."
18. "Please check" (Please correct)
19. "Please say it louder."
20. "Please (do it), Mr. (Miss or Mrs.) ____."

III. Syllabary Chart

Romaji

a	i	u	e	o			
ka	ki	ku	ke	ko	kya	kyu	kyo
sa	si	su	se	so	sya	syu	syo
ta	ci	cu	te	to	cya	cyu	cyo
na	ni	nu	ne	no	nya	nyu	nyo
ha	hi	hu	he	ho	hya	hyu	hyo
ma	mi	mu	me	mo	mya	myu	myo
ya	(i)	yu	(e)	yo			
ra	ri	ru	re	ro	rya	ryu	ryo
wa	(i)	(u)	(e)	(o)			
N							
ga	gi	gu	ge	go	gya	gyu	gyo
za	zi	zu	ze	zo	zya	zyu	zyo
da	(zi)	(zu)	de	do	(zya)	(zyu)	(zyo)
ba	bi	bu	be	bo	bya	byu	byo
pa	pi	pu	pe	po	pya	pyu	pyo

Hiragana

あ	い	う	え	お			
か	き	く	け	こ	きゃ	きゅ	きょ
さ	し	す	せ	そ	しゃ	しゅ	しょ
た	ち	つ	て	と	ちゃ	ちゅ	ちょ
な	に	ぬ	ね	の	nya	nyu	nyo
は	ひ	ふ	め	ほ	みゃ	みゅ	みょ
ま	み	む	(え)	も			
や	(い)	る	れ	よ	りゃ	りゅ	りょ
ら	(い)	(う)	(え)	を			
わ							
が	ぎ	ぐ	げ	ご	ぎゃ	ぎゅ	ぎょ
ざ	じ	ず	ぜ	ぞ	じゃ	じゅ	じょ
だ	(ち)	(づ)	で	ど	(ぢゃ)	(ぢゅ)	(ぢょ)
ば	び	ぶ	べ	ぼ	びゃ	びゅ	びょ
ぱ	ぴ	ぷ	ぺ	ぽ	ぴゃ	ぴゅ	ぴょ

Characters for the Numbers
from One to Ten

一	ici	"one"	六	roku	"six"
二	ni	"two"	七	sici	"seven"
三	san	"three"	八	haci	"eight"
四	si	"four"	九	ku	"nine"
五	go	"five"	十	zyuu	"ten"

Katakana

アカ	イキ	ウク	エケ	オコ	キャ	キュ	キョ
カ	シ	ス	セ	ソ	シャ	シュ	ショ
タ	チ	ツ	テ	ト	チャ	チュ	チョ
ナ	ニ	ヌ	ネ	ノ	ニャ	ニュ	ニョ
ハ	ヒ	フ	ヘ	ホ	ヒャ	ヒュ	ヒョ
マ	ミ	ム	メ	モ	ミャ	ミュ	ミョ
ヤ	(イ)	ユ	(エ)	ヨ			
ラ	リ	ル	レ	ロ	リャ	リュ	リョ
ワ	(イ)	(ウ)	(エ)	ヲ			
ン							
ガ	ギ	グ	ゲ	ゴ	ギャ	ギュ	ギョ
ザ	ジ	ズ	ゼ	ゾ	ジャ	ジュ	ジョ
ダ	(ヂ)	(ヅ)	デ	ド	(ヂャ)	(ヂュ)	(ヂョ)
バ	ビ	ブ	ベ	ボ	ビャ	ビュ	ビョ
パ	ピ	プ	ペ	ポ	ピャ	ピュ	ピョ

Characters for the Numbers

from One to Ten

一	ici	"one"	六	roku	"six"
二	ni	"two"	七	sici	"seven"
三	san	"three"	八	haci	"eight"
四	si	"four"	九	ku	"nine"
五	go	"five"	十	zyuu	"ten"

Katakana

ア	イ	ウ	エ	オ	キ	ク	コ
カ	シ	ス	セ	ソ	シ	シ	シ
タ	チ	ツ	テ	ト	チャ	チュ	チョ
ナ	ニ	ヌ	ネ	ノ	ニ	ニ	ニ
ハ	ヒ	フ	ヘ	ホ	ヒ	ヒ	ヒ
マ	ミ	ム	メ	モ	ミ	ミ	ミ
ヤ	(イ)	ユ	(エ)	ヨ			
ラ	リ	ル	レ	ロ	リ	リ	リ
ワ	(イ)	(ウ)	(エ)	ヲ			
ン							
ガ	ギ	グ	ゲ	ゴ	ギ	ギ	ギ
ザ	ジ	ズ	ゼ	ゾ	ジ	ジ	ジ
ダ	(ヂ)	(ヅ)	デ	ド	(ヂ)	(ヂ)	(ヂ)
バ	ビ	ブ	ベ	ボ	ビ	ビ	ビ
					ビ	ビ	ビ

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LESSON 1

A. Patterns: Predicate 1. Noun+Particle

(1 wa) 2 desu.

1. (N. wa) N. desu.
2. (N. wa) N. zya arimasén.
3. (N. wa) N. desu ka.

Examples :

- | | |
|---|------------------------|
| 1. Kore wa / teeburu desu. | “This is a table.” |
| 2. Kore wa / teeburu zya arimasén. | “This is not a table.” |
| 3. Kore wa / teeburu desu ka. | “Is this a table?” |

Grammar :

1. Slot 2 can be filled by any nouns and some adverbs. (This is also filled by adjectives which will be discussed in L. 6.) Slot 1 can be filled by any nouns except interrogative and adjectival nouns.
2. There is no grammatical number in Japanese. **Kore wa teeburu desu** could be “This is a table” or “These are tables.” If you want to be specific you use numbers as in “This is one book.” This point will be discussed in LL. 5, 11.
3. **Wa**, a particle indicating the subject of the sentence, combines with the preceding word to form the subject of the sentence. The difference between this and the English subject will be discussed in LL. 10, 12, 15, 25, 27, 39, 40. **Wa** is usually followed by a slight pause.
4. **Desu** shows that the sentence is a statement in the present tense. This is generally considered to be a copula (=is or are). However, **desu** is much more inclusive than the English copula. It is treated as a particle in this material. This will be discussed in more detail in LL. 2, 24.

Desu except after adjectives can be replaced by **da** in the informal style which is used for written language or for conversation among friends, especially among boys.

5. **Zya arimasén** indicates a statement in the negative present tense.
6. Any statement can be made into a question just by adding **ka** at the end. Such a sentence can have either a rising or falling intonation :

(example 3.) **Kore wa / teeburu desu ka.**

Replies to this question would be :

- | | |
|---------------------------------------|-------------------------|
| Hái / (sore wa) teeburu desu. | “Yes, it's a table.” |
| Hái / sóo desu. | “Yes, that's right.” |
| Iie / (sore wa) teeburu zya arimasén. | “No, it's not a table.” |

lie / sóo zya arimasén.

"No, that's not right."

In a reply the subject is usually omitted.

7. Interrogative nouns are used as follows:

Kore wa / nán desu ka.

8. A negative sentence can be made into a question in the same way.

Kore wa / teeburu zya arimasén ka.

However, the use of negative questions is different from that of English. This point will be discussed later.

B. Vocabulary:

C. N.

Amerika	"America, U. S. A."	Igirisu	"England"
amerikázin	"American (people)"	igirisúzin	"English (people)"
anáta	"you"	isu	"chair"
are	"that (thing) over"	kamí	"paper"
#atasi	"I" [there]	kore	"this (thing)"
Cyúugoku	"China"	mádo	"window"
cyuugokúzin	"Chinese (people)"	Nihón	"Japan"
daigaku	"university, college"	nihonzín	"Japanese (people)"
Dóicu	"Germany"	sensée	"teacher, professor"
doicúzin	"German (people)"	sinbun	"newspaper"
gakusee	"(university) student"	sore	"that (thing), thing in question"
ginkoo	"bank"	teeburu	"table"
hón	"book"	watakusi	"I, myself"
Huransu	"France"	-zin	(nationality, race)
huransúzin	"French (people)"		

I. N.

dónata/dáre	"who"	náni	"what"
dóko	"where"		(Náni becomes nán when it is followed by particles whose initial sound is [t] [d] or [n].)
nanízin	"what nationality"		

Ad. **soo** "so" (This becomes **sóo** before **desu**.)

C. **hái** "yes"

Expression **Dóozo yorosíku.** "I am pleased to meet you."
"I am happy to meet you." "How do you do?"

(**Dóozo yorosíku** is used when you are introduced to someone for the first time.)

—**zya arimasén** "(It) is not —" (This probably came from **-de(wa) arimasén**, but is used more commonly.)

C. Pattern Practice:

I. **Kore wa / hón desu.**

1. **kamí** Kore wa / kamí desu.
2. **mádo** Kore wa / mádo desu.
3. **daigaku** Kore wa / daigaku desu.
4. **ginkoo** Kore wa / ginkoo desu.
5. **teeburu** 6. **sinbun** 7. **sensée** 8. **gakusee** 9. **Nihón** 10. **nihonzín**

Instruction: First, the teacher gives the key sentences and key words and students give the sentences, but later students take turns giving the key words as follows: (T means teacher and S means students.)

- a. (T) Kore wa / hón desu.
 (T) kamí (S) Kore wa / kamí desu.
 (T) mádo (S) Kore wa / mádo desu.
 (T) daigaku (S) Kore wa / daigaku desu.
 (T) ginkoo (S) Kore wa / ginkoo desu.
 - b. (T) Kore wa / hón desu.
 (T) kamí (S-a) Kore wa / kamí desu.
 (S-a) ginkoo (S-b) Kore wa / ginkoo desu.
 (S-b) mádo (S-c) Kore wa / mádo desu.
 (S-c) sinbun (S-d) Kore wa / sinbun desu.
- This kind of drill should be done for each pattern.

II. **Watakusi wa / gakusee desu.**

1. **Tanaka** Watakusi wa / Tanaka desu.
2. **amerikázin** Watakusi wa / amerikázin desu.
3. **nihonzín** Watakusi wa / nihonzín desu.
4. **cyuugokúzin** Watakusi wa / cyuugokúzin desu.
5. **sensée** 6. **igirisúzin** 7. **huransúzin** 8. **doicúzin**

III. **Kore wa / hón zya arimasén.**

1. **kamí** Kore wa / kamí zya arimasén.
2. **mádo** Kore wa / mádo zya arimasén.
3. **daigaku** Kore wa / daigaku zya arimasén.
4. **ginkoo** Kore wa / ginkoo zya arimasén.
5. **teeburu** 6. **sinbun** 7. **sensée** 8. **gakusee** 9. **Nihón**

IV. **Watakusi wa / gakusee zya arimasén.**

1. **sensée** Watakusi wa / sensée zya arimasén.
2. **amerikázin** Watakusi wa / amerikázin zya arimasén.
3. **nihonzín** Watakusi wa / nihonzín zya arimasén.
4. **cyuugokúzin** Watakusi wa / cyuugokúzin zya arimasén.
5. **igirisúzin** 6. **huransúzin** 7. **doicúzin**

C. Pattern Practice (Translation):

I. This is a book.

- | | |
|---------------|-----------------------------|
| 1. paper | This is (a piece of) paper. |
| 2. window | This is a window. |
| 3. university | This is a university. |
| 4. bank | This is a bank. |
| 5. table | |
| 6. newspaper | |
| 7. teacher | |
| 8. student | |
| 9. Japan | |
| 10. Japanese | |

II. I am a student.

- | | |
|---------------|---------------------|
| 1. Mr. Tanaka | I am Mr. Tanaka. |
| 2. American | I am (an) American. |
| 3. Japanese | I am (a) Japanese. |
| 4. Chinese | I am (a) Chinese. |
| 5. teacher | |
| 6. English | |
| 7. French | |
| 8. German | |

III. This is not a book.

- | | |
|---------------|---------------------------------|
| 1. paper | This is not (a piece of) paper. |
| 2. window | This is not a window. |
| 3. university | This is not a university. |
| 4. bank | This is not a bank. |
| 5. table | |
| 6. newspaper | |
| 7. teacher | |
| 8. student | |
| 9. Japan | |

IV. I am not a student.

- | | |
|-------------|-------------------------|
| 1. teacher | I am not a teacher. |
| 2. American | I am not (an) American. |
| 3. Japanese | I am not (a) Japanese. |
| 4. Chinese | I am not (a) Chinese. |
| 5. English | |
| 6. French | |
| 7. German | |

V. **Kore wa / hón desu ka.**

1. **kamí** Kore wa / kamí desu ka.
2. **mádo** Kore wa / mádo desu ka.
3. **daigaku** Kore wa / daigaku desu ka.
4. **náni** Kore wa / nán desu ka.
5. **teeburu** 6. **sinbun** 7. **sensée** 8. **gakusee** 9. **Nihón**

VI. **Anáta wa / gakusee desu ka.**

1. **Tanakasan** Anáta wa / Tanakasan desu ka.
2. **dónata** Anáta wa / dónata desu ka.
3. **amerikázin** Anáta wa / amerikázin desu ka.
4. **nanízin** Anáta wa / nanízin desu ka.
5. **sensée** 6. **nihonzín** 7. **cyuugokúzin** 8. **igirisúzin** 9. **doicúzin**

VII. **Kore wa / kamí desu ka.**

1. (Indicating a piece of paper.) **Hái** / sóo desu.
2. (Indicating a table.) **Iie** / (sóo zya arimasēn). Teeburu desu.
3. (Indicating a book.) **Iie** / (sóo zya arimasēn). Hón desu.
4. (Indicating a window.) **Iie** / (sóo zya arimasēn). Mádo desu.

VIII. **Anáta wa / gakusee desu ka. Hái / sóo desu.**

Watakusi wa / gakusee desu ka. Iie / anáta wa / sensée desu.

IX. **Kore wa / nán desu ka.**

1. **hón** (Sore wa) hón desu.
2. **mádo** (Sore wa) mádo desu.
3. **kamí** (Sore wa) kamí desu.
4. **teeburu** (Sore wa) teeburu desu.
5. **isu** 6. **sinbun** 7. **sensée** 8. **gakusee** 9. **Nihón** 10. **Amerika**

X. **Anáta wa / dónata desu ka.**

1. **Tanaka** Watakusi wa / Tanaka desu.
2. **Súmisu** Watakusi wa / Súmisu desu.
3. **Howáito** Watakusi wa / Howáito desu.

(Practice using your own name.)

XI. **Anáta wa / nanízin desu ka.**

1. **amerikázin** Watakusi wa / amerikázin desu.
2. **cyuugokúzin** Watakusi wa / cyuugokúzin desu.
3. **igirisúzin** Watakusi wa / igirisúzin desu.

(Practice using your own nationality.)

V. Is this a book?

- | | |
|---------------|-----------------------------|
| 1. paper | Is this (a piece of) paper? |
| 2. window | Is this a window? |
| 3. university | Is this a university? |
| 4. what | What is this? |
| 5. table | |
| 6. newspaper | |
| 7. teacher | |
| 8. student | |
| 9. Japan | |

VI. Are you a student?

- | | |
|---------------------|---------------------------|
| 1. Mr. Tanaka | Are you Mr. Tanaka? |
| 2. who | Who are you? |
| 3. American | Are you (an) American? |
| 4. what nationality | What is your nationality? |
| 5. teacher | |
| 6. Japanese | |
| 7. Chinese | |
| 8. English | |
| 9. German | |

VII. Is this paper?

- | | |
|----|--------------------------------|
| 1. | Yes, it is. |
| 2. | No, (it isn't.) It's a table. |
| 3. | No, (it isn't.) It's a book. |
| 4. | No, (it isn't.) It's a window. |

VIII. Are you a student? Yes, I am.

Am I a student? No, you are a teacher.

IX. What is this?

- | | |
|--------------|----------------------------|
| 1. book | (It's) a book. |
| 2. window | (It's) a window. |
| 3. paper | (It's) (a piece of) paper. |
| 4. table | (It's) a table. |
| 5. chair | |
| 6. newspaper | |
| 7. teacher | |
| 8. student | |
| 9. Japan | |
| 10. America | |

X. Who are you? (May I ask your name?)

- | | |
|-----------------|------------------|
| 1. (Mr.) Tanaka | I am Mr. Tanaka. |
| 2. (Mr.) Smith | I am Mr. Smith. |
| 3. (Mr.) White | I am Mr. White. |

XI. What is your nationality?

- | | |
|-------------|----------------|
| 1. American | I am American. |
| 2. Chinese | I am Chinese. |
| 3. English | I am English. |

D. Conversation:

1. Anáta wa / amerikázin desu ka.
2. Iie / igirisúzin desu.
3. Gakusee desu ka.
4. Sóo desu. Sensée zya arimasēn.
5. Dónata desu ka.
6. _____ desu.
7. Watakusi wa _____ desu. Dóozo yorosiku.
8. Dóozo yorosiku.

Conversation—Informal (two girls):

1. Anáta / amerikázin?
2. Iie / igirisúzin yó.
3. Gakusee?
4. Sóo yó. Sensée zya nāi wá.
5. Dónata?
6. _____.
7. Atasi / _____ yó. Dóozo yorosiku.
8. Dóozo yorosiku.

Conversation (English Key):

1. Are you an American?
2. No, I am an Englishman.
3. Are you a student?
4. Yes, (that's right.) I am not a teacher.
5. What is your name? (Who are you?)
6. I am (Mr., Mrs., Miss) _____.
7. I am (Mr., Mrs., Miss) _____. I'm happy to meet you.
8. I'm happy to meet you.

E. Reading and Writing:

わたくしは 日本人です。
あなたは アメリカ人です。
わたくしは ちゅうごく人じゃ ありません。
あなたは イギリス人じゃ ありません。
これは 大学です。
あれは かみです。
それは 本です。
あれは まどですか。

じゃ zya ちゅ cyu ちゅう cyuu
アメリカ [ア] a イギリス [イ] i
 [メ] me [ギ] gi
 [リ] ri [ス] su
 [カ] ka

日本人 1. [日] nihonzin
 2. [本] nihonzin
 3. [人] nihonzin
大 学 4. [大] daigaku
 5. [学] daigaku

E. Reading (Transcription in Romaji):

Watakusi wa nihonzin desu.

Anata wa amerikazin desu.

Watakusi wa cyuugokuzin zya arimasen.

Anata wa igirisuzin zya arimasen.

Kore wa daigaku desu.

Are wa kami desu.

Kore wa hon desu.

Are wa mado desu ka.

Reading (Translation):

I am Japanese.

You are an American.

I am not a Chinese.

You are not an English.

This is a university.

That (over there) is (a piece of) paper.

That is a book.

Is that (over there) a window?

LESSON 2

A. Patterns: Noun Modifier 1.

_____ N.

- | | | |
|--|---|----|
| 1. Pren.
2. N. (except A.N.) + no
3. A.N. + na | } | N. |
|--|---|----|

Examples:

- | | |
|--------------------------------|--------------------------|
| 1. kono daigaku | “this university” |
| 2. watakushi no daigaku | “my university” |
| 3. kiree na daigaku | “a beautiful university” |

Grammar:

1. The slot (noun modifier) can be filled by
 - a. a prenoun
 - b. a noun (except A. N.) + **no**
 - c. an adjectival noun + **na**
 - d. a verb
 - e. an adjective

In this lesson only a., b. and c. are presented.

2. A prenoun only occurs before a noun and never changes its form. Please notice the difference in the following English and corresponding Japanese.

Kore wa daigaku desu.	“This is a university.”
kono daigaku	“this university”

In English the same form is used when it stands alone and when it is followed by a noun. In Japanese the form is different. **Kore**, which can stand alone, is a noun, while **kono**, which is followed by a noun, is a prenoun.

(N.)	kore	sore	are	dore
(Pren.)	kono	sono	ano	dono
	“this”	“that”	“that (over there)”	“which”

3. **Nani**, “what,” becomes **nán** before **no**. (Cf. p. 2)

Kore wa / nán no hōn desu ka. “What book is this?”

Rekisi no hōn desu. “It’s a history book.”

Compare this with the following question:

Kore wa / dōna hōn desu ka. “What sort of book is this?”

Kiree na hōn desu. “It’s a lovely book.”

4. Most prenouns and A. N. + **na** can be followed by **no**, which means “one,” instead of nouns as follows:

konná no	“this kind”
ciisana no	“small ones”
kiree na no	“pretty ones”

However, this is not true for the pre-nouns **kono**, **sono**, **ano**, **dóno**, or for the nouns **kore**, **sore**, **are**, **dóre**, which are used to mean "this one," "that one," etc.

N. + **no** can be used as it is as follows:

watakusi no "mine"
tomodaci no "(my) friend's"

5. If several noun modifiers occur together the most common (though not inevitable) order is as follows:

1	2	3	
Pren.*	Pren. ending in -na	C. N. + no	N
	A. N. + na		

(ex.) **kono ciisana momoiro no hón** "this small pink book"

*Prenouns occurring in this position cannot be those ending in -na.

It is rare that a noun is modified by more than two noun modifiers.

6. Foreign adjectives are taken into Japanese as adjectival nouns.

e.g. **sumáato na hitô** "smart person" (mainly for appearance)

B. Vocabulary:

Pren.	ano "that (over there)"	konna "such, (like this)"
	ciisana "small"	kono "this"
	dónna "what sort of"	óokina "large"
	dóno "which"	sono "that"

C.N.

búngaku "literature"	nihongo "Japanese (language)"
eego "English"	o- (honorific prefix)
-go "_____ language"	rekisi "history"
haná "flower, blossom"	sakura "cherry"
hooricu "law"	-san "(honorific suffix) Mr., Mrs., Miss _____"
Índo "India"	syúukyoo "religion"
kágaku "science, chemistry"	tomodaci "friend"
Kánada "Canada"	A.N.
kikú "chrysanthemum"	génki "health, energy, vigor"
kirisutokyoo "Christianity"	kíree "pretty, beautiful, neat"
kokusai- "international"	I.N.
kuni "country, home (country, area, or province)"	dóre "which"
momoiro "pink"	

C. Pattern Practice: (For instructions please refer to p. 3)

I. Kore wa / watakushi no daigaku desu.

1. anata no Kore wa / anata no daigaku desu.
2. Tanakasan no Kore wa / Tanakasan no daigaku desu.
3. tomodaci no Kore wa / tomodaci no daigaku desu.
4. Nihon no Kore wa / Nihon no daigaku desu.

II. Kore wa / watakushi no desu.

1. anata no Kore wa / anata no desu.
2. Tanakasan no Kore wa / Tanakasan no desu.
3. tomodaci no Kore wa / tomodaci no desu.
4. Nihon no Kore wa / Nihon no desu.

III. Kono haná wa / sakura desu.

1. sono Sono haná wa / sakura desu.
2. ano Ano haná wa / sakura desu.
3. momoiro no Momoiro no haná wa / sakura desu.
4. kíree na Kíree na haná wa / sakura desu.

IV. Kono eego no hón wa / Satoosan no desu.

1. ciisana Kono ciisana hón wa / Satoosan no desu.
2. rekisi no Kono rekisi no hón wa / Satoosan no desu.
3. ookina Kono ookina hón wa / Satoosan no desu.
4. búngaku no Kono búngaku no hón wa / Satoosan no desu.

V. Ano eego no sensée wa / donata desu ka. (Add no or na if necessary.)

1. ciisana Ano ciisana sensée wa / donata desu ka.
2. kíree Ano kíree na sensée wa / donata desu ka.
3. doicúzin Ano doicúzin no sensée wa / donata desu ka.
4. génki Ano génki na sensée wa / donata desu ka.

VI. (Expand the sentence with the given words.)

Kikú desu.

1. haná wa Haná wa / kikú desu.
2. kono Kono haná wa / kikú desu.
3. ciisana Kono ciisana haná wa / kikú desu.
4. kíree na Kono kíree na ciisana haná wa / kikú desu.

C. Pattern Practice (Translation):

I. This is my university.

- | | |
|-----------------|----------------------------------|
| 1. your | This is your university. |
| 2. Mr. Tanaka's | This is Mr. Tanaka's university. |
| 3. a friend's | This is a friend's university. |
| 4. Japanese | This is a Japanese university. |

II. This is mine.

- | | |
|------------------|------------------------|
| 1. yours | This is yours. |
| 2. Miss Tanaka's | This is Miss Tanaka's. |
| 3. a friend's | This is a friend's. |
| 4. Japanese | This is Japanese. |

III. This flower is cherry.

- | | |
|----------------------|-------------------------------------|
| 1. that | That flower is cherry. |
| 2. that (over there) | That flower (over there) is cherry. |
| 3. pink | The pink flower is cherry. |
| 4. pretty | The pretty flower is cherry. |

IV. This English book (i.e., book written in English) is Mr. Sato's.

- | | |
|---------------|-------------------------------------|
| 1. little | This little book is Mr. Sato's. |
| 2. history | This history book is Mr. Sato's. |
| 3. big | This big book is Mr. Sato's. |
| 4. literature | This literature book is Mr. Sato's. |

V. Who is that English teacher (over there)?

- | | |
|-----------|--|
| 1. small | Who is that small teacher (over there)? |
| 2. pretty | Who is that pretty teacher (over there)? |
| 3. German | Who is that German teacher (over there)?
(i.e. teacher who is a German) |
| 4. energy | Who is that energetic teacher (over there)? |

VI. (It's) a chrysanthemum.

- | | |
|-----------------|---|
| 1. (the) flower | The flower is a chrysanthemum. |
| 2. this | This flower is a chrysanthemum. |
| 3. small | This small flower is a chrysanthemum. |
| 4. pretty | This small, pretty flower is a chrysanthemum. |

(Answer the following questions.)

VII. **Sátoosensée wa / nán no sensée desu ka.**

1. **nihongo** Nihongo no sensée desu.
2. **syúukyoo** Syúukyoo no sensée desu.
3. **hooricu** Hooricu no sensée desu.
4. **kágaku** Kágaku no sensée desu.

VIII. **Okuni wa dóko desu ka.**

1. **Amerika** Amerika désu.
2. **Índo** Índo desu.
3. **Kánada** Kánada desu.
4. **Igirisu** Igirisu désu.

D. Conversation:

- * 1. (Anáta wa) / dóko no daigaku desu ka.
- 2. Kokusai Kirisutokyoo Dáigaku desu.
- 3. Sore wa / óokina daigaku desu ka.
- 4. Iie / ciisana daigaku desu.
- 5. Anáta no okuni wa / dóko desu ka.
- 6. Amerika désu.
- 7. Amerika no dóko desu ka.
- 8. Nyuuyóoku desu.

Conversation—Informal (two girls):

1. Anáta / dóko no daigaku nã no ?
2. Kokusai Kirisutokyoo Dáigaku yó.
3. Sore / óokina daigaku nã no ?
4. Iie / ciisana daigaku (nã no) yó.
5. Okuni wa dóko ?
6. Amerika yó.
7. Amerika no dóko ?
8. Nyuuyóoku nã no yó.

* In Lesson 1 it was stated that **desu** is more inclusive than English is or are. Compare the following sentences.

- a. **Kore wa / hón desu.** “This is a book.” (Cf. L. 1)
 “this” “book”
- b. **Anáta wa / dóko no daigaku desu ka.** “Which university
 “you” “where” “university” are you in?”

This point will be discussed again in L. 24, D.(P.213)

VII. What is Mr. Sato a teacher of?

- | | |
|-----------------------|-------------------------------|
| 1. Japanese | He is a teacher of Japanese. |
| 2. religion | He is a teacher of religion. |
| 3. law | He is a teacher of law. |
| 4. chemistry, science | He is a teacher of chemistry. |

VIII. What country are you from?

- | | |
|------------|----------|
| 1. America | America. |
| 2. India | India. |
| 3. Canada | Canada. |
| 4. England | England. |

D. Conversation (English Key):

1. Which university are you in?
2. International Christian University.
3. Is that a large university?
4. No, it's a small university.
5. Where is your home country?
6. The States.
7. Where in the States?
8. New York.

E. Reading and Writing:

私の大学は ^{さいキリスト} 国際基督教大学です。
 あなたのお国は どこですか。 中国です。
 私の国は 日本です。
 日本は 小さな国です。
 アメリカは 大きな国です。
 この大きなえい語の本は 田中さんのです。

えい語 eego

キリスト [キ] ki
 [ト] to

私	6. [私]	watakusi	大 (4)	{ 大 学	daigaku
国 ^{さい}	7. [国]	kokusai		{ 大 ^{さい} 小	ookina
際 ^{キリスト}	8. [教]	kirisutokyoo		{ 国 際	kokusai
基督教	9. [中]	cyuugoku	国 (7)	{ 国	kuni
中 国	10. [小]	ciisana		{ 中 国	cyuugoku
小さな	11. [語]	eego	中 (9)	{ 中 国	cyuugoku
えい語	12. [田]	tanaka		{ 田 中	tanaka
田 中					

E. Reading (Transcription in Romaji):

Watakusi no daigaku wa Kokusai Kirisutokyoo Daigaku desu.
Anata no okuni wa doko desu ka. Cyuugoku desu.
Watakusi no kuni wa Nihon desu.
Nihon wa ciisana kuni desu.
Amerika wa ookina kuni desu.
Kono ookina eego no hon wa Tanakasan no desu.

Reading (Translation):

My university is International Christian University.
Where is your home? (What country are you from?) China.
My country (home) is Japan.
Japan is a small country.
America is a large country.
This large English book is Mr. Tanaka's.

LESSON 3

A. Patterns: Predicate 2. Verb (*iru*, *aru*)

(N. ni) (N. ga) ____.

(N. ni) (N. ga) {
arimásu (or *imásu*).
arimasén (or *imasén*).
arimásita (or *imásita*).
arimaséendesita
 (or *imaséendesita*).

Examples:

1. **Koko ni / kodomo ga / *imásu*.**

“There are some children here.”

Koko ni / kodomo ga / *imasén*.

“There are no children here.”

Koko ni / kodomo ga / *imásita*.

“There were some children here.”

Koko ni / kodomo ga / *imaséendesita*.

“There were no children here.”

Grammar:

- This slot is filled by a verb to indicate existence.
- A verb has both a formal style and an informal style.

(e. g.) Formal	Informal	
<u><i>imásu</i></u>	<u><i>iru</i></u>	(Present)
<u><i>imasén</i></u>	<u><i>inai</i></u>	(Negative)
<u><i>imásita</i></u>	<u><i>ita</i></u>	(Past)
<u><i>imaséendesita</i></u>	<u><i>inákatta</i></u>	(Past-Negative)

The underlined parts are the verb endings.

The informal style is usually used in all the non-final positions, and in the final position in informal speech.

- A verb can make a sentence by itself, especially in response sentences.

Kodomo ga *imásu* ka. “Are there any children?”

Hái / *imásu*. “Yes, there are.”

- For things which can't move by themselves *arimásu* or *áru* is used instead of *imásu* or *iru* to show their existence.

Koko ni / *isu* ga / *arimásu*. “Here is a chair.”

Koko ni / *kí* ga / *arimásu*. “There are trees here.”

- Ni* is a particle which is used here to indicate location. *Ga* is a particle which is used here to show the actor or the subject of the predicate. *Mo* is a particle to be added to show the meaning of

"also." **Gakkoo ni mo / kodomo ga / imasu.** "There are children at school, too. (At school also there are children.)"

Mo does not coexist with **ga**. Therefore, when **mo** occurs **ga** disappears. **Gakkoo ni / kodomo mo / imasu.** "There are also children at school."

6. A verb-predicate can be modified by several verb modifiers. But the use of more than four verb modifiers is rare.

B. Vocabulary:

C.N.

asoko / asoko	"over there, (that place over there)"	rázio	"radio"
gakkoo	"school"	ryóo	"dormitory"
hako	"box"	sóba	"near"
heyá	"room"	soko	"there, (that place)"
hónbako	"bookcase"	sutóobu	"stove" (for heating)
indózin	"Indian (from India)"	syokudoo	"dining hall"
inú	"dog"	térebí	"TV from television"
kawá	"river"	to	"door"
kí	"tree"	tokonoma	(a sort of small alcove)
kodomo	"child"	uci, uci	(when modified)
koko	"here, (this place)"		"home, house"
kyookai	"church, chapel"	yamá	"mountain"
néko	"cat"	yuubinkyoku	"post-office"
onnánoko	"girl, (female-child)"		
(o)teárai	"washroom, toilet"		
otokónoko	"boy, (male-child)"		

V.

<u>Present</u>	<u>Past</u>	<u>Negative</u>	<u>Past-Negative</u>
imasu/iru	imásita/ita	imasén/inai	imaséendesita/inákatta "to be"
arimasu/áru	arimásita/átta	arimasén/nái	arimaséendesita/nákatta "to be"

Ad.	dóomo	"indeed"	takusan	"many, a lot"
C.	# áa	"oh"	# iya	"no"

Expression

Arigatoo (gozaimasu). "I am grateful." "Thank you."
Dóo itasimásite. "you are welcome."

C. Pattern Practice:

I. **Kono uci ni / kodomo ga / imasu.**

1. **otokónoko** Kono uci ni / otokónoko ga / imasu.
2. **onnánoko** Kono uci ni / onnánoko ga / imasu.
3. **inú** Kono uci ni / inú ga / imasu.
4. **néko** Kono uci ni / néko ga / imasu.
5. **sensée** 6. **gakusee** 7. **doicúzin** 8. **indózin**

II. **Kono heyá ni / teeburu ga / arimasu.**

1. **mádo** Kono heyá ni / mádo ga / arimasu.
2. **sutóobu** Kono heyá ni / sutóobu ga / arimasu.
3. **to** Kono heyá ni / to ga / arimasu.
4. **tokonoma** Kono heyá ni / tokonoma ga / arimasu.
5. **rázio** 6. **hónbako** 7. **isu** 8. **hako**

III. **Koko ni / kodomo ga / imasu.** (Change **imasu** to **arimasu** if necessary.)

1. **inú** Koko ni / inú ga / imasu.
2. **mádo** Koko ni / mádo ga / arimasu.
3. **otokónoko** Koko ni / otokónoko ga / imasu.
4. **sutóobu** Koko ni / sutóobu ga / arimasu.
5. **kí** 6. **néko** 7. **haná** 8. **térebi**

IV. **Soko ni / kodomo ga / imasita.** (Change **imasita** to **arimasita** if necessary.)

1. **inú** Soko ni / inú ga / imasita.
2. **mádo** Soko ni / mádo ga / arimasita.
3. **otokónoko** Soko ni / otokónoko ga / imasita.
4. **sutóobu** Soko ni / sutóobu ga / arimasita.

V. (Answer the following question.)

Asoko ni / dare ga / imasu ka.

1. **sensée** Sensée ga / imasu.
2. **Suzukisan** Suzukisan ga / imasu.
3. **Tóomasusan** Tóomasusan ga / imasu.

C. Pattern Practice (Translation):

I. There is a child in this house.

- | | | | |
|------------|--------------------------------|-----------|------------------------|
| 1. boy | There is a boy in this house. | | |
| 2. girl | There is a girl in this house. | | |
| 3. dog | There is a dog in this house. | | |
| 4. cat | There is a cat in this house. | | |
| 5. teacher | 6. student | 7. German | 8. Indian (from India) |

II. There is a table in this room.

- | | | | |
|-------------|-----------------------------------|----------|--------|
| 1. window | There is a window in this room. | | |
| 2. stove | There is a stove in this room. | | |
| 3. door | There is a door in this room. | | |
| 4. tokonoma | There is a tokonoma in this room. | | |
| 5. radio | 6. bookcase | 7. chair | 8. box |

III. There is a child here.

- | | | | |
|-----------|-------------------------|-----------|---------------|
| 1. dog | There is a dog here. | | |
| 2. window | There is a window here. | | |
| 3. boy | There is a boy here. | | |
| 4. stove | There is a stove here. | | |
| 5. tree | 6. cat | 7. flower | 8. television |

IV. There was a child there.

- | | |
|-----------|---------------------------|
| 1. dog | There was a dog there. |
| 2. window | There was a window there. |
| 3. boy | There was a boy there. |
| 4. stove | There was a stove there. |

V. Who is over there?

- | | |
|----------------|----------------------------|
| 1. teacher | The teacher is over there. |
| 2. Mr. Suzuki | Mr. Suzuki is over there. |
| 3. Miss Thomas | Miss Thomas is over there. |

D. Conversation:

1. Kono daigaku ni / ryōo ga arimāsu ka.
2. Hái / takusan arimāsu.
3. Ryōo ni / syokudoo ga arimāsu ka.
- * 4. Iie / arimasén ga / kyookai no sóba ni / óokina syokudoo ga arimāsu.
5. Kono daigaku ni / ginkoo ga arimāsu ka.
- ** 6. Ginkoo wa arimasén ga / yuubinkyoku wa arimāsu.
7. Dóko ni arimāsu ka.
8. Syokudoo no sóba ni arimāsu.
9. Dóomo aríгато gozaimāsu.
10. Iie / dóo itasimāsite.

Conversation—Informal (two boys):

1. Kono daigaku ni / ryōo ga āru kai?
2. Áa / takusan āru yó.
3. Ryōo ni / syokudoo ga āru kai?
4. Iya / náí. Kyookai no sóba ni / óokina syokudoo ga āru n da.
5. Kono daigaku ni / ginkoo ga āru kai?
6. Ginkoo wa náí ga / yuubinkyoku wa āru yó.
7. Dóko ni āru n dai?
8. Syokudoo no sóba ni āru n da.
9. Dóomo aríгато.
10. Iie.

* A particle **ga** used after a predicate means “but, however.”

** Cf. L. 20, A. 4. (p. 164)

E. Reading and Writing:

このうちに 男の子が います。
このうちに 女の子が います。
ねこも います。 犬も います。
このへやに テーブルが あります。
ストーブも あります。 テレビも あります。
日本に 山が たくさん あります。
川も あります。

テーブル	[テ] te	テレビ	[レ] re
	[ブ] bu	([フ] hu)	[ビ] bi
	[ル] ru		([ヒ] hi)

男の子	13. [男] otokonoko	犬	16. [犬] inu
	14. [子] otokonoko	山	17. [山] yama
女の子	15. [女] onnanoko	川	18. [川] kawa

E. Reading (Transcription in Romaji):

Kono uci ni otokonoko ga imasu.
Kono uci ni onnanoko ga imasu.
Neko mo imasu. Inu mo imasu.
Kono heya ni teeburu ga arimasu.
Sutoobu mo arimasu. Terebi mo arimasu.
Nihon ni yama ga takusan arimasu.
Kawa mo arimasu.

Reading (Translation):

There is a boy in this house.
There is a girl in this house.
There is also a cat. There is also a dog.
There is a table in this room.
There is also a stove. There is also a television.
There are many mountains in Japan.
There are also rivers.

LESSON 4

A. Patterns: Predicate 3. Verb (i.v.)

(N. wa) _____.

1. (N. wa) V-másu.
2. (N. wa) V-masén.
3. (N. wa) V-másita.
4. (N. wa) V-maséendesita.

1. Gakusee wa / daigaku e / ikimáshu.
"The student goes to the university."
2. Gakusee wa / daigaku e / ikimasén.
"The student does not go to the university."
3. Gakusee wa / daigaku e / ikimásita.
"The student went to the university."
4. Gakusee wa / daigaku e / ikimaséndesita.
"The student did not go to the university."

Grammar:

1. This slot is filled by i. v. (intransitive verbs). Intransitive verbs do not follow **o** which shows a direct object. The difference between transitive verbs and intransitive verbs will be discussed in LL. 8, 31.
2. **E** shows the direction and can often be replaced by **ni** which shows the destination.

Gakusee wa / daigaku $\begin{Bmatrix} e \\ ni \end{Bmatrix}$ / ikimásu. "The student goes to the university."

3. Ni has several usages.
 - a. Indication of "place" with **aru** or **iru** (Cf. L. 3)
Koko ni / inú ga / imáshu. "Here is a dog."
 - b. Indication of "destination"
Gakkoo ni / ikimáshu. "(I) go to school."
 - c. Indication of "time"
Niciyoo ni / ikimáshu. "(I) go (there) on Sunday."
4. Present tense forms are used also to show the future tense when the action or the statement will definitely take place.
ikimáshu / iku "(I) go," "I'll go" or "I'm going (to go)."
5. The informal present form is sometimes called the dictionary form because this is the one which appears in the dictionary as the basic form of a verb.

V.

Present	Negative	Past	Past-Negative	
aruki-máshu arúku	aruki-masén arúka-nai	aruki-másita arúi-ta	aruki-maséndesita arúka-nakatta	“to walk”
dekake-máshu dekakeru	dekake-masén dekake-nai	dekake-másita dekake-ta	dekake-maséndesita dekake-nákatta	“to go out”
hairi-máshu háiru	hairi-masén hairá-nai	hairi-másita háit-ta	hairi-maséndesita hairá-nakatta	“to enter”
íki-máshu íku	íki-masén ika-nai	íki-másita ít-ta	íki-maséndesita íka-nákatta	“to go”
kayoi-máshu kayou	kayoi-masén kayowa-nai	kayoi-másita kayot-ta	kayoi-maséndesita kayowa-nákatta	“to commute”
kimá-su kúru	ki-masén kó-nai	ki-másita ki-tá	ki-maséndesita kó-nakatta	“to come”
(kosi)kake-máshu	(kosi)kake-masén	(kosi)kake-másita	(kosi)kake-masénde- sita	“to sit (down)”
(kosi)kakéru	(kosi)kaké-nai	(kosi)kake-ta	(kosi)kaké-nakatta	
naki-máshu naku	naki-masén naka-nai	naki-másita nai-ta	naki-maséndesita naka-nákatta	“to cry”
taci-máshu táchi	taci-masén tátá-nai	taci-másita tát-ta	taci-maséndesita tátá-nakatta	“to stand up”
umare-máshu umareru	umare-masén umare-nai	umare-másita umare-ta	umare-maséndesita umare-nákatta	“to be born”

C. N.	byooiN	“hospital”	niciyóo(bi)	“Sunday”
	byooki	“sickness”	ókusan	“wife” (Honorific)
	namae	“name”	yasumi / oyasumi	“vacation, holiday being absent”
Ad.	náze	“why”		

Ad. náze "why"

Expression

Áa / sóo desu ka.

“Is that right?” “Is that so?”

C. Pattern Practice:

I. **Gakusee wa / daigaku e / ikimáshu.**

1. **dekakemáshu** Gakusee wa / daigaku e / dekakemáshu.
2. **kayoimáshu** Gakusee wa / daigaku e / kayoimáshu.
3. **hairimáshu** Gakusee wa / daigaku e / hairimáshu.
4. **kimáshu** Gakusee wa / daigaku e / kimáshu.

II. **Kodomo wa / nicipóo ni / umaremásita.**

1. **ikimásita** Kodomo wa / nicipóo ni / ikimásita.
2. **nakimásita** Kodomo wa / nicipóo ni / nakimásita.
3. **tacimásita** Kodomo wa / nicipóo ni / tacimásita.
4. **arukimásita** Kodomo wa / nicipóo ni / arukimásita.

III. **Tanakasan wa / watakushi no uci e / kimáshu.**

1. **kimásita** Tanakasan wa / watakushi no uci e / kimásita.
2. **kimasén** Tanakasan wa / watakushi no uci e / kimasén.
3. **kimaséndesita** Tanakasan wa / watakushi no uci e / kimaséndesita.

IV. **Sátóosan wa / Tookyoo e / ikimasén.**

1. **kimasén** Sátóosan wa / Tookyoo e / kimasén.
2. **kayoimasén** Sátóosan wa / Tookyoo e / kayoimasén.
3. **dekakemasén** Sátóosan wa / Tookyoo e / dekakemasén.

(Answer the following questions.)

V. **Anáta wa / dóno daigaku e / hairimásita ka.**

1. **kono daigaku** Kono daigaku e / hairimásita.
2. **Kokusai Kirisutokyoo Daigaku** Kokusai Kirisutokyoo Daigaku e / hairimásita.
3. **Tookyoo Daigaku** Tookyoo Daigaku e / hairimásita.
4. **Amerika no daigaku** Amerika no daigaku e / hairimásita.

(Practice using your own university.)

VI. **Anáta wa / nicipóo ni / dóko e / ikimásita ka.**

1. **kyookai** Kyookai e / ikimásita.
2. **Nikkoo** Nikkoo e / ikimásita.
3. **yamá** Yamá e / ikimásita.
4. **Ginza** Ginza e / ikimásita.

C. Pattern Practice (Translation):

I. The student goes to the university.

- | | |
|------------------|---|
| 1. to leave for | The student leaves for the university. |
| 2. to commute to | The student commutes to the university. |
| 3. to enter | The student enters the university. |
| 4. to come to | The student comes to the university. |

II. The child was born on Sunday.

- | | |
|-------------|-------------------------------|
| 1. went | The child went on Sunday. |
| 2. cried | The child cried on Sunday. |
| 3. stood up | The child stood up on Sunday. |
| 4. walked | The child walked on Sunday. |

III. Mr. Tanaka comes to my house.

- | | |
|-----------------|--------------------------------------|
| 1. came | Mr. Tanaka came to my house. |
| 2. doesn't come | Mr. Tanaka doesn't come to my house. |
| 3. didn't come | Mr. Tanaka didn't come to my house. |

IV. Mr. Sato doesn't go to Tokyo.

- | | |
|----------------------|------------------------------------|
| 1. doesn't come | Mr. Sato doesn't come to Tokyo. |
| 2. doesn't commute | Mr. Sato doesn't commute to Tokyo. |
| 3. doesn't leave for | Mr. Sato doesn't leave for Tokyo. |

V. What university did you enter?

- | | |
|---------------------------------------|---|
| 1. this university | I entered this university. |
| 2. International Christian University | I entered International Christian University. |
| 3. Tokyo University | I entered Tokyo University. |
| 4. American university | I entered an American university. |

VI. Where did you go on Sunday?

- | | |
|-------------|-------------------------|
| 1. church | I went to church. |
| 2. Nikko | I went to Nikko. |
| 3. mountain | I went to the mountain. |
| 4. Ginza | I went to the Ginza. |

VII. Niciyóo ni / dāre ga / kimásita ka.

- | | |
|--------------|--------------------------|
| 1. tomodaci | Tomodaci ga / kimásita. |
| 2. Tanakasan | Tanakasan ga / kimásita. |
| 3. kodomo | Kodomo ga / kimásita. |
| 4. gakusee | Gakusee ga / kimásita. |

D. Conversation:

1. Tanakasan wa imáshu ka.
2. Iie / oyasumi desu.
3. Náze desu ka.
- * 4. Ókusan ga / byooin e / ikimásita kara.
5. Ókusan wa / byooki desu ka.
6. Iie / kodomo ga / umaremásita.
7. Áa / sóo desu ka. Otokónoko desu ka.
8. Iie / onnánoko desu.
9. Namae wa / nán desu ka.
10. Kázuko desu.

Conversation—Informal (two boys):

1. Tanakakun / irú kai?
2. Iya / yasumí da.
3. Náze dai?
4. Ókusan ga / byooin e / itta n da.
5. Ókusan / byooki kai?
6. Iya / kodomo ga / umaretá no sa.
7. Áa / sóo ka. Otokónoko ka?
8. Iya / onnánoko da.
9. Namae wa / nán dai?
10. Kázuko da yó.

* **Kara** is used in this lesson to mean "because." Notice, however, that **kara** occurs after the clause while "because" occurs before the clause.

Ókusan ga / byooin e / ikimásita kara. "Because his wife went to the hospital."

A clause ending with **kara** can be followed by another clause.

Ókusan ga / byooin e / ikimásita kara / yasumí desu.

"(He) is absent because his wife went to the hospital."

VII. Who came on Sunday ?

- | | |
|---------------|------------------|
| 1. friend | A friend came. |
| 2. Mr. Tanaka | Mr. Tanaka came. |
| 3. child | A child came. |
| 4. student | A student came. |

D. Conversation (English Key):

1. Is Mr. Tanaka here ?
2. No, he is absent.
3. Why ?
4. Because his wife went to the hospital.
5. Is she sick ?
6. No, she had a baby.
7. Is that right ? Is it a boy ?
8. No, it's a girl.
9. What is her name ?
10. It's Kazuko.

E. Reading and Writing:

あの学生は 大学へ はいりました。
 あの学生は 大学へ かよいます。
 あの先生は びょういんへ 行きました。 大学へ来
 ませんでした。 子供が 生まれましたから。 女の子で
 す。 男の子じゃありません。
 先生は こしかけました。
 学生は 立ちました。
 田中さんは 私の家へ 来ました。
 田中さんは 東京へ 来ました。

大 学 へ daigaku e びょういん byōoin

学 生	19. [生]	<u>gakusee</u>	生 (19)	{ 学 生	<u>gakusee</u>
先 生	20. [先]	<u>sensee</u>		{ 生まれる	<u>umareru</u>
行 く	21. [行]	<u>iku</u>	来 (22)	{ 来 る	<u>kuru</u>
来 る	22. [来]	<u>kuru</u>		{ 来 ます	<u>kimasu</u>
子 供	23. [供]	<u>kodomo</u>			
立 つ	24. [立]	<u>tacu</u>			
東 京	25. [東]	<u>tookyoo</u>			
	26. [京]	<u>tookyoo</u>			

E. Reading (Transcription in Romaji):

Ano gakusee wa daigaku e hairimasita.

Ano gakusee wa daigaku e kayoimasu.

Ano sensee wa byoo'in e ikimasita. Daigaku e kimasendesita.
Kodomo ga umaremasita kara. Onnanoko desu. Otokonoko zya
arimasen.

Sensee wa kosikakemasita.

Gakusee wa tacimasita.

Tanakasan wa watakushi no uci e kimasita.

Tanakasan wa Tookyoo e kimasita.

Reading (Translation):

That student (over there) entered the university.

That student (over there) commutes to the university.

That teacher (over there) went to the hospital. He didn't come
to the university. Because his baby was born. It's a girl. It's not
a boy.

The teacher sat down.

The student stood up.

Mr. Tanaka came to my house.

Mr. Tanaka came to Tokyo.

LESSON 5

A. Patterns: Predicate 4. Verb (t. v.)

(N. wa) (N. o) ____.	(N. wa) (N. o) (N. wa) (N. ni) (N. o) } V. (t. v.).
----------------------	--

Examples:

1. **kodomo wa / bānana o / tabemáshu.** "Children eat bananas."
kodomo wa / mīruku o / nomimáshu. "Children drink milk."
2. **Sensée wa / gakusee ni / nihongo o / osiemáshu.** "The teacher teaches Japanese to the student."

Grammar:

1. This slot can be filled by t. v. (transitive verbs).
2. A transitive verb usually follows **o** which indicates a direct object, and sometimes follows **ni** which indicates an indirect object.
3. However, the objects are omitted if they are understood.
4. No indicator to show number or quantity is necessary.

hón "a book, some books"
mīruku "milk"

If you want to be specific, though, use such expressions as the following:

one book, two books, a glass of milk, etc. This was mentioned in Lesson 1, but will be discussed in L. 11.

5. Verbs are divided into two groups, strong verbs and weak verbs. Weak verbs are so called because they have a "weak" conjugation (i. e. they show very few form-changes). They are the verbs whose dictionary forms end in either **-eru** or **-iru**.

The root forms of weak verbs do not change, but be careful to note the accent-shift.

<u>Present</u>	<u>Negative</u>	<u>Past</u>	<u>Negative-past</u>	
tabe-máshu / tabé-ru	tabé-nai	tabe-ta	tabé-nakatta	"to eat"
mi-máshu / mí-ru	mí-nai	mí-ta	mí-nakatta	"to see"
osie-máshu / osie-ru	osie-nai	osie-ta	osie-nákatta	"to teach"

6. Strong verbs have more changes in conjugation.

<u>Present</u>	<u>Negative</u>	<u>Past</u>	<u>Negative-past</u>	
kaki-máshu / káku	kaká-nai	kái-ta	kaká-nakatta	"to write"
oyogi-máshu / oyógu	oyogá-nai	oyói-da	oyogá-nakatta	"to swim"

hanasi-másu / hanásu	hanasá-nai	hanási-ta	hanasá-nakatta
			"to talk"
uri-másu / uru	ura-nai	ut-ta	ura-nákatta
			"to sell"
kai-másu / kau	kawa-nai	kat-ta	kawa-nákatta
			"to buy"
taci-másu / tácu	tatá-nai	tát-ta	tatá-nakatta
			"to stand"
asobi-másu / asobu	asoba-nai	ason-da	asoba-nákatta
			"to play"
nomi-másu / nómu	nomá-nai	nón-da	nomá-nakatta
			"to drink"
sini-másu / sinu	sina-nai	sin-da	sina-nákatta
			"to die"

All strong verbs with the same ending conjugate in the same way.

e. g. **-ku** verbs follow the conjugation of **káku**.

Watch the accent-shift in,

1. accented weak verbs ---- past form.
 2. accented strong verbs ---- neg. & neg. past
 - and 3. unaccented strong and weak verbs ---- neg. past.
7. There are only two irregular verbs in Japanese, **kúru** and **suru**.

Present	Negative	Past	Negative-past
ki-másu / kúru	kó-nai	ki-tá	kó-nakatta
si-másu / suru	si-nai	si-ta	si-nákatta

8. The formal verb-endings are always as follows:

Present	Negative	Past	Negative-past
kaki-másu	kaki-masén	kaki-másita	kaki-maséndesita
oyogi-másu	oyogi-masén	oyogi-másita	oyogi-maséndesita
tabe-másu	tabe-masén	tabe-másita	tabe-maséndesita
-másu	-masén	-másita	-maséndesita

Since the forms never vary, hereafter the entire set will be represented by only the **-másu** form.

B. Vocabulary:

V. (Verbs listed in the section on grammar are omitted here.)

Present	Negative	Past	Negative-Past
(Weak V.)			
misemásu / miséru	misénai	míseta	misénakatta
			"to show"

(Strong V.)

naraimásu / **naráu narawánai narátta narawánakatta** "to learn"
torimásu / **tóru toránai tótta toránakatta** "to take"
yomimásu / **yómu yománai yónda yománakatta** "to read"

C. N.

bánana "banana" **minsyu-syúgi** "democracy, demo-
é "picture, painting, cratic principle"
drawing" (never **míruku** "milk"
"photograph") **Nanbee, Minami-amérika**
hanasí "story" "South America"
hitó, hitó (when modified) "people" **omócyá** "toy"
kámera "camera" **Supéin** "Spain"
koohíi "coffee" **suugaku** "mathematics"

Ad. **sukósi** "a little"
C. **déwa /#zya** "then" **#ée** "yes"
#uún "no"

C. Pattern Practice:

I. **Tároo wa / bánana o / tabemásu.**

1. **mimásu** Tároo wa / bánana o / mimásu.
2. **kaimásu** Tároo wa / bánana o / kaimásu.
3. **urimásu** Tároo wa / bánana o / urimásu.
4. **torimásu** Tároo wa / bánana o / torimásu.

II. **Kázuko wa / míruku o / nomimásita.**

1. **mimásita** Kázuko wa / míruku o / mimásita.
2. **kaimásita** Kázuko wa / míruku o / kaimásita.
3. **urimásita** Kázuko wa / míruku o / urimásita.
4. **torimásita** Kázuko wa / míruku o / torimásita.

III. **Sensée wa / gakusee ni / nihongo o / osiemásita.**

1. **eego** Sensée wa / gakusee ni / eego o / osiemásita.
2. **doicugo** Sensée wa / gakusee ni / doicugo o / osiemásita.
3. **rekisi** Sensée wa / gakusee ni / rekisi o / osiemásita.
4. **suugaku** Sensée wa / gakusee ni / suugaku o / osiemásita.

C. Pattern Practice (Translation):

I. Taro eats bananas.

1. to see, to look at Taro looks at the bananas.
2. to buy Taro buys bananas.
3. to sell Taro sells bananas.
4. to take, to pick up Taro takes a banana.

II. Kazuko drank milk.

1. saw, looked at Kazuko saw the milk.
2. bought Kazuko bought the milk.
3. sold Kazuko sold the milk.
4. took, picked up Kazuko took the milk.

III. The teacher taught Japanese to the students.

1. English The teacher taught English to the students.
2. German The teacher taught German to the students.
3. history The teacher taught history to the students.
4. mathematics The teacher taught mathematics to the students.

IV. Amerikázin wa / nihonzín ni / eego o / osiemásu.

1. koohíi urimásu

Amerikázin wa / nihonzín ni / koohíi o / urimásu.

2. é misemásu Amerikázin wa / nihonzín ni / é o / misemásu.

3. minsyu-syúgi osiemásu

Amerikázin wa / nihonzín ni / minsyu-syúgi o / osiemásu.

4. nihongo naraimásu

Amerikázin wa / nihonzín ni / nihongo o / naraimásu.

V. Watakusi wa / Súmisisan ni / é o / misemásita.

1. gakusee Watakusi wa / gakusee ni / é o / misemásita.

2. otokónoko Watakusi wa / otokónoko ni / é o / misemásita.

3. huransúzin Watakusi wa / huransúzin ni / é o / misemásita.

4. tomodaci Watakusi wa / tomodaci ni / é o / misemásita.

VI. Urimásu. (Expand the sentence using the given words.)

1. Nihón wa Nihón wa / urimásu.

2. kámara o Nihón wa / kámara o / urimásu.

3. Nanbee ni Nihón wa / Nanbee ni / kámara o / urimásu.

4. ciisana Nihón wa / Nanbee ni / ciisana kámara o / urimásu.

VII. Watakusi wa / huransúzin ni / huransugo o / naraimásu.

(Use the corresponding language.)

1. doicúzin Watakusi wa / doicúzin ni / doicugo o / naraimásu.

2. nihonzín Watakusi wa / nihonzín ni / nihongo o / naraimásu.

3. igirisúzin Watakusi wa / igirisúzin ni / eego o / naraimásu.

4. supeínzin Watakusi wa / supeínzin ni / supeingo o / naraimásu.

VIII. Tanakasan wa / Tóomasusan ni / eego o / naraimásu.

(Answer the questions.)

1. Dáre ga / naraimásu ka. Tanakasan ga / naraimásu.

2. Dáre ni / naraimásu ka. Tóomasusan ni / naraimásu.

3. Náni o / naraimásu ka. Eego o / naraimásu.

4. Dáre ga / dáre ni / naraimásu ka.

Tanakasan ga / Tóomasusan ni / naraimásu.

5. Dáre ga / náni o / naraimásu ka.

Tanakasan ga / eego o / naraimásu.

6. Dáre ni / náni o / naraimásu ka.

Tóomasusan ni / eego o / naraimásu.

IV. The Americans teach English to the Japanese.

1. to sell coffee The Americans sell coffee to the Japanese.
2. to show pictures The Americans show pictures to the Japanese.
3. to teach democracy The Americans teach democracy to the Japanese.
4. to learn Japanese The Americans learn Japanese from the Japanese.

V. I showed the pictures to Mr. Smith.

1. student I showed the pictures to the students.
2. (little) boy I showed the pictures to the boys.
3. Frenchman I showed the pictures to a Frenchman.
4. friend I showed the pictures to a friend.

VI. (It) sells.

1. Japan Japan sells them.
2. cameras Japan sells cameras.
3. to South America Japan sells cameras to South America.
4. small Japan sells small cameras to South America.

VII. I learn French from a Frenchman.

1. (a) German I learn German from a German.
2. (an) Indian I learn Hindi from an Indian.
3. (an) Englishman I learn English from an Englishman.
4. (a) Spaniard I learn Spanish from a Spaniard.

VIII. Mr. Tanaka learns English from Mr. Thomas.

1. Who learns? Mr. Tanaka learns.
2. From whom does he learn? He learns from Mr. Thomas.
3. What does he learn? He learns English.
4. Who learns from whom? Mr. Tanaka learns from Mr. Thomas.
5. Who learns what? Mr. Tanaka learns English.
6. He learns what from whom? He learns English from Mr. Thomas.

IX. **Sensée wa / gakusee ni / nihongo o / osiemásita.**

(Answer the questions.)

1. **Dáre ga / osiemásita ka.** Sensée ga / osiemásita.
2. **Dáre ni / osiemásita ka.** Gakusee ni / osiemásita.
3. **Náni o / osiemásita ka.** Nihongo o / osiemásita.
4. **Dáre ga / dáre ni / osiemásita ka.**
Sensée ga / gakusee ni / osiemásita.
5. **Dáre ga / náni o / osiemásita ka.**
Sensée ga / nihongo o / osiemásita.
6. **Dáre ni / náni o / osiemásita ka.**
Gakusee ni / nihongo o / osiemásita.

D. Conversation:

1. Anáta wa / koohíi o / nomimásu ka.
2. Háí / takusan / nomimásu.
3. Nihón ni / koohíi no kī ga / arimásu ka.
4. Iie / arimasén.
- * 5. Déwa / dóko kara / koohíi o / kaimásu ka.
6. Nanbee kara / kaimásu.
7. Nihón wa / Nanbee ni / náni o / urimásu ka.
- ** 8. Kámara ya / omócyá o / urimásu.
9. Nanbee no hitó wa / eego o / hanasimásu ka.
- *** 10. Iie / supeingo o / hanasimásu. Eego mo / sukósī / hanásu desyoo.

Conversation—Informal (two girls):

1. Anáta / koohíi / nómu?
2. Ée / takusan / nómu wá.
3. Nihón ni / koohíi no kī / áru?
4. Uún / náí wá.
5. Zya / dóko kara / koohíi / kaú no?
6. Nanbee kara / kaú no.
7. Nihón wa / Nanbee ni / náni / urú no?
8. Kámara ya / omócyá o / urú no yó.
9. Nanbee no hitó / eego / hanásu?
10. Uún / supeingo / hanásu no. Eego mo / sukósī / hanásu desyoo.

* **Kara** "from" ** **ya** "and / or" (Cf. L. 18)

*** The particles **desyoo** / **daroo** are used to indicate probability.

Desyoo is formal while **daroo** is informal.

Eego mo / sukósī / hanásu desyoo. "They probably speak a little English, too." "I guess they also speak a little English."

More drill with this form is given in L. 13.

IX. The teacher taught Japanese to the students.

1. Who taught? The teacher taught.
2. Whom did he teach? He taught the students.
3. What did he teach? He taught Japanese.
4. Who taught whom? The teacher taught the students.
5. Who taught what? The teacher taught Japanese.
6. He taught what to whom?
 He taught Japanese to the students.

D. Conversation (English Key):

1. Do you drink coffee?
2. Yes, I drink a lot.
3. Are there any coffee trees in Japan?
4. No, there aren't any.
5. Then, where do you buy coffee from?
6. We buy it from South America.
7. What does Japan sell to South America?
8. It sells cameras, toys, and similar items.
9. Do people in South America speak English?
10. No, they speak Spanish. They probably speak a little English, too.

E. Reading and Writing:

子供は バナナを 食べます。

子供は ミルクを のみます。

先生は 学生に 日本語を 教えます。

南米から コーヒーを 買います。

南米に カメラを 売ります。

南米の人は、スペイン語を話します。

アメリカ人は 英語の本を 読みます。

バナナ [バ] ba ([ハ] ha) ミルク [ミ] mi

〔ナ〕 na 〔ク〕 ku

コーヒー [コ] ko スペイン [ペ] pe ([ヘ] he)

$$[\text{シ}]_N$$

カメラ [ラ] ra

食べる 27. 〔食〕 taberu

南 米 28. 〔南〕 nanbee

29. 〔米〕 nanbee

買 5 30. [買] kàu

売 る 31. [売] uru

話 す 32. [話] hanasu

英語 33. [英] eego

読む 34. [読] yomu

人 (3) { アメリカ人 amerikazin
人 hito

教 (8) {キリスト教 kirisutokyoo
教える osieru

E: Reading (Transcription in Romaji):

Kodomo wa banana o tabemasu.

Kodomo wa miruku o nomimasu.

Sensee wa gakusee ni nihongo o osiemasu.

Nanbee kara koohii o kaimasu.

Nanbee ni kamera o urimasu.

Nanbee no hito wa supeingo o hanasimasu.

Amerikazin wa eego no hon o yomimasu.

Reading (Translation):

The children eat bananas.

The children drink milk.

The teachers teach Japanese (language) to students.

(We) buy coffee from South America.

(We) sell cameras to South America.

The people in South America speak Spanish.

The American reads English books.

LESSON 6

A. Patterns: Predicate 5. Adjective

(N. wa) _____.	(N. wa) { A-i (desu). A-ku náí(desu), or -ku arimasén. A-katta (desu), or -i desíta. A-ku nákatta (desu), or -ku arimaséndesíta.
----------------	--

Examples:

1. (Kore wa) ookii desu.
2. (Kore wa) óokiku náí desu. óokiku arimasén.
3. (Kore wa) óokikatta desu. (ookii desíta).
4. (Kore wa) óokiku nákatta desu. óokiku arimaséndesíta.

Grammar:

1. This slot is filled by adjectives.
2. Adjectives act like verbs and can carry the role of predicate by themselves.
3. Adjectives by themselves are informal. For formal speech **desu** is added.
4. Their dictionary forms end in **-i**.
5. Past forms can be made by changing **-i** to **-katta**.
6. Adjectives can be changed to adverbs just by changing **-i** to **-ku**.
This is the form used for negatives with an adjective **nái**.
-ku náí or **-ku nákatta**
7. For the present negative formal both **-ku náí desu** and **-ku arimasén** are used.
8. For the past formal **-i desíta** instead of **-katta desu** is occasionally used.
9. For the negative past formal, both **-ku nákatta desu** and **-ku arimaséndesíta** are used.
10. Adjectives are divided into two classes, accented and unaccented. They have the same accent patterns respectively. Unaccented adjectives become accented before such particles as **ka**, **ga**, **no**, **wa**, **desu**. Every accented adjective is accented in its dictionary form on the second syllable from the end.
11. All the adjectives behave in the same way with the exception of **ii**, "good." **Íi** is a derivative of **yói** which is still used in very formal speech or in written language. Notice, however, that **yói** and **íi** are different only in the dictionary form.

yói }
ii } yóku yókatta

B. Vocabulary:

A. (accented)

acúi	ácuku	ácukatta	"hot"
atarasii	atarásiku	atarásikatta	"new"
ciisái	ciisaku	ciisakatta	"small, little, tiny"
hurúi	húruku	húrukatta	"old" (said of things)
íi/yói	yóku	yókatta	"good"
kawaií	kawáiku	kawáikatta	"cute"
kurói	kúroku	kúrokatta	"black"
mezasíi	mezurásiku	mezurásikatta	"unusual, not common"
nái	náku	nákatta	"not"
omosirói	omosíroku	omosírokatta	"interesting, amusing"
ookíi	óokiku	óokikatta	"large, big"
samúi	sámuku	sámukatta	"cold" (used for
sirói	síroku	sírokatta	"white" [weather]
subarasíi	subarásiku	subarásikatta	"wonderful"
sugói	súgoku	súgokatta	"awful, terrible"
(sugóku is used colloquially)			
tadasíi	tadásiku	tadásikatta	"right, correct"
tanosíi	tanósiku	tanósikatta	"enjoyable, happy,
warúi	wáruku	wárukatta	"bad" [pleasant]
(unaccented)			
akai	akaku	akákatta	"red"
akarui	akaruku	akarúkatta	"bright, light"
muzukasii	muzukasiku	muzukásikatta	"difficult"
oisii	oisiku	oisikatta	"delicious"
yasasii	yasasiku	yasásikatta	"easy, gentle, lenient"

C. N.

eega	"movie"	kangáe	"idea, thinking, opinion"
iró	"color"	sukiyaki	"Sukiyaki" (Cf. Webster's Dictionary)

Ad. N. kyóo "today" kinóo "yesterday" (kinoo when

Ad. taihen "very, exceedingly" [not followed by P.]

C. sorekara "then, and then, after that"

C. Pattern Practice:

I. Kono hako wa / ookii desu.

- | | |
|-----------|-----------------------------|
| 1. ciisái | Kono hako wa / ciisái desu. |
| 2. akai | Kono hako wa / akái desu. |
| 3. sirói | Kono hako wa / sirói desu. |
| 4. kurói | Kono hako wa / kurói desu. |

II. Kinóo wa / ácukatta desu.

- | | |
|------------------|--------------------------------|
| 1. sámukatta | Kinóo wa / sámukatta desu. |
| 2. omosírokatta | Kinóo wa / omosírokatta desu. |
| 3. subarásíkatta | Kinóo wa / subarásíkatta desu. |
| 4. tanósíkatta | Kinóo wa / tanósíkatta desu. |

III. Suzukísan no uci wa / atarasii desu.

- | | |
|--------------|---------------------------------------|
| 1. hurúi | Suzukísan no uci wa / hurúi desu. |
| 2. kawaií | Suzukísan no uci wa / kawaií desu. |
| 3. akarui | Suzukísan no uci wa / akarúi desu. |
| 4. mezasasíi | Suzukísan no uci wa / mezasasíi desu. |

IV. Tanakasan no kangae wa / íi desu.

- | | |
|--------------|--|
| 1. warúi | Tanakasan no kangae wa / warúi desu. |
| 2. omosirói | Tanakasan no kangae wa / omosirói desu. |
| 3. tadasíi | Tanakasan no kangae wa / tadasíi desu. |
| 4. subarasíi | Tanakasan no kangae wa / subarasíi desu. |

V. Anáta no kangae wa / atarásiku nái desu.

- | | |
|---------------|---|
| 1. wáruku | Anáta no kangae wa / wáruku nái desu. |
| 2. omosíroku | Anáta no kangae wa / omosíroku nái desu. |
| 3. tadasíku | Anáta no kangae wa / tadasíku nái desu. |
| 4. muzukasíku | Anáta no kangae wa / muzukasíku nái desu. |

VI. Kono kodomo wa / ookii desu. (Change adjective forms.)

- | | |
|------------|---------------------------------------|
| 1. nái | Kono kodomo wa / óokíku nái desu. |
| 2. nákatta | Kono kodomo wa / óokíku nákatta desu. |
| 3. -katta | Kono kodomo wa / óokíkatta desu. |

VII. Kono hako wa / óokiku arimasēn.

- | | |
|-----------|----------------------------------|
| 1. ciisái | Kono hako wa / ciisaku arimasēn. |
| 2. akai | Kono hako wa / akaku arimasēn. |
| 3. sirói | Kono hako wa / síroku arimasēn. |
| 4. kurói | Kono hako wa / kúroku arimasēn. |

C. Pattern Practice (Translation):

I. This box is large.

- | | |
|----------|--------------------|
| 1. small | This box is small. |
| 2. red | This box is red. |
| 3. white | This box is white. |
| 4. black | This box is black. |

II. Yesterday was hot.

- | | |
|--------------------|----------------------------|
| 1. was cold | Yesterday was cold. |
| 2. was interesting | Yesterday was interesting. |
| 3. was wonderful | Yesterday was wonderful. |
| 4. was enjoyable | Yesterday was enjoyable. |

III. Mr. Suzuki's house is new.

- | | |
|------------|--------------------------------|
| 1. old | Mr. Suzuki's house is old. |
| 2. cute | Mr. Suzuki's house is cute. |
| 3. light | Mr. Suzuki's house is light. |
| 4. unusual | Mr. Suzuki's house is unusual. |

IV. Miss Tanaka's idea is good.

- | | |
|-------------------|------------------------------------|
| 1. bad | Miss Tanaka's idea is bad. |
| 2. interesting | Miss Tanaka's idea is interesting. |
| 3. right, correct | Miss Tanaka's idea is right. |
| 4. wonderful | Miss Tanaka's idea is wonderful. |

V. Your idea is not new.

- | | |
|-------------------|-------------------------------|
| 1. bad | Your idea is not bad. |
| 2. interesting | Your idea is not interesting. |
| 3. right, correct | Your idea is not right. |
| 4. difficult | Your idea is not difficult. |

VI. This child is big.

- | | |
|------------|-------------------------|
| 1. not | This child is not big. |
| 2. was not | This child was not big. |
| 3. was | This child was big. |

VII. This box is not big.

- | | |
|----------|------------------------|
| 1. small | This box is not small. |
| 2. red | This box is not red. |
| 3. white | This box is not white. |
| 4. black | This box is not black. |

VIII. Kinóo wa / áukatta desu.

1. samúi Kinóo wa / sámukatta desu.
2. omosirói Kinóo wa / omosírokatta desu.
3. subarasii Kinóo wa / subarásikatta desu.
4. tanosii Kinóo wa / tanósikatta desu.

IX. Anáta no kangae wa / atarásiku arimasen.

1. warúi Anáta no kangae wa / wáruku arimasen.
2. omosirói Anáta no kangae wa / omosíroku arimasen.
3. tadasii Anáta no kangae wa / tadásiku arimasen.
4. muzukasii Anáta no kangae wa / muzukasiku arimasen.

X. (Answer the questions.):

1. Kono hón wa / ookii desu ka.
háí Háí / ookii desu.
íie Íie / óokiku arimasen.
2. Kinóo wa / sámukatta desu ka.
háí Háí / sámukatta desu.
íie Íie / sámuku nákkatta desu.
3. Anáta no daigaku wa / atarasii desu ka.
háí Háí / atarasii desu.
íie Íie / atarásiku arimasen.
4. Sakura no haná wa / dóнна iró desu ka.
sirói Sirói desu.
momoiro Momoiro desu.

D. Conversation:

1. Kyóo wa / acúi desu né.
2. Sóo desu né.
3. Kinóo wa / náni o simásita ka.
- * 4. Tomodacî to / eega e ikimásita.
5. Eega wa / yókatta desu ka.
6. Háí / taihen omosírokatta desu.
- ** 7. Sorekara / náni o simásita ka.
8. Sukiyaki o tabemásita.
9. Sukiyaki wa / oisii desu ka.
10. Háí / taihen oisii desu.

* The particle **to** sometimes means "with" or "and," in this meaning **to** can be used with all nouns except the adjectival nouns.

** The conjunctive **sorekara** means "then, and then, after that, etc." and usually occurs at the beginning of a sentence.

VIII. Yesterday was hot.

- | | |
|----------------|----------------------------|
| 1. cold | Yesterday was cold. |
| 2. interesting | Yesterday was interesting. |
| 3. wonderful | Yesterday was wonderful. |
| 4. enjoyable | Yesterday was enjoyable. |

IX. Your idea is not new.

- | | |
|----------------|-------------------------------|
| 1. bad | Your idea is not bad. |
| 2. interesting | Your idea is not interesting. |
| 3. correct | Your idea is not correct. |
| 4. difficult | Your idea is not difficult. |

X.

- | | |
|------------------------------------|---------------------|
| 1. Is this book large? | |
| yes | Yes, it's large. |
| no | No, it isn't large. |
| 2. Was it cold yesterday? | |
| yes | Yes, it was cold. |
| no | No, it wasn't cold. |
| 3. Is your university new? | |
| yes | Yes, it's new. |
| no | No, it isn't new. |
| 4. What color are cherry blossoms? | |
| white | They're white. |
| pink | They're pink. |

D. Conversation (English Key):

1. It's hot today, isn't it?
2. Yes, isn't it.
3. What did you do yesterday?
4. I went to a movie with a friend.
5. Was the movie good?
6. Yes, it was a lot of fun.
7. What did you do then (after that)?
8. We ate sukiyaki.
9. Is sukiyaki good?
10. Yes, it's very good.

Conversation—Informal (two boys):

1. Kyóo wa / acúi né.
2. Sáo da né.
3. Kinoo / náni sítã N dai?
4. Tomodacĩ to / eega e / ittã N da.
5. Eega wa / yókatta kai?
6. ÚN / sugóku omosírokatta yó.
7. Sorekara / náni o sítã N dai?
8. Sukiyaki o tábeta yó.
9. Sukiyaki wa / oisii kai?
10. ÚN / sugóku oisii yó.

E. Reading and Writing:

このはこは 大きいです。

この花は 小さいです。

この小さな花は さくらです。

アメリカは 大きな国です。 中国も 大きいです。

日本は 小さな国です。

この犬は 白いです。 あの犬は 黒いです。 犬は
かわいいです。

田中さんの考えは 新しいです。 古くありません。

このへやは 明るいです。

- | | |
|-----|-------------------------|
| 花 | 35. [花] <u>hana</u> |
| 白 い | 36. [白] <u>siroi</u> |
| 黒 い | 37. [黒] <u>kuroi</u> |
| 考 え | 38. [考] <u>kangae</u> |
| 新しい | 39. [新] <u>atarasii</u> |
| 古 い | 40. [古] <u>hurui</u> |
| 明るい | 41. [明] <u>akarui</u> |

E. Reading (Transcription in Romaji):

Kono hako wa ookii desu.

Kono hana wa ciisai desu.

Kono ciisana hana wa sakura desu.

Amerika wa ookina kuni desu. Cyuugoku mo ookii desu.

Nihon wa ciisana kuni desu.

Kono inu wa siroi desu. Ano inu wa kuroi desu. Inu wa kawaii desu.

Tanakasan no kangae wa atarasii desu. Huruku arimasen.

Kono heya wa akarui desu.

Reading (Translation):

This box is big.

This flower is small.

This small flower is a cherry blossom.

America is a large country. China is also large.

Japan is a small country.

This dog is white. That dog (over there) is black. Dogs are cute.

Mr. Tanaka's idea is new. It is not old.

This room is light.

LESSON 7

A. Patterns: Adverb 1.

(N. wa) _____ Pred.

(N. wa) Ad. Pred.

Examples:

1. **Watakushi wa / icumo ikimāsu.** "I always go."
2. **Kono haná wa / taihen akái desu.** "This flower is very red."

Grammar:

1. This slot is filled by adverbs.
2. Adverbs usually stand immediately before predicates (V. or A.), though they can be moved forward in the sentence.
e.g. **Watakushi wa / icumo ikimāsu.** → **Ícumo / watakushi wa / ikimāsu.**
Kono haná wa / taihen akái desu. → **Taihen / kono haná wa / akái desu.**
3. All adjectives can be changed to adverbs just by changing **-i** to **-ku**.
(accented) **ookii—óokiku** (Watch the accent shift.)
sirói—síroku
(unaccented) **akai—akaku**
4. Adverbs can modify all adjectival nouns and certain common nouns.
(A. N.) **Taihen kíree desu.** "(She is) very beautiful."
Taihen gēnki desu. "(She is) very healthy."
(C. N.) **Taihen kanemoci desu.** "(She is) very rich,"
5. Adverbs have no conjugation and can be V./A. modifiers by themselves though they can be followed by some particles. This point will be discussed in LL. 10, 13, 21, 22, 39.
6. Adverbs can be followed by **desu / da**. In such case, even unaccented adverbs become accented and **desu** is never accented.
Ginza e / tabitabi ikimāsu ka. "Do you often go to the Ginza?"
Iie / tokidoki desu. (Cf. **tokidoki**) "No, (just) once in a while."
7. A.N. + **ni** can fill the slot which can be filled by the adverbs, ending in **-ku**, which are derived from adjectives.
Kíree ni narimāsite. "She has become beautiful."
Cf. **Kodomo wa óokiku narimāsite.** "The child has become big."

Vocabulary:

d.	dóo	"which way, how"
	hazímete	"for the first time"
	ícumo	"always"
	íkága	"how"
	kanemocí	"the rich, wealthy person"
	mata	"again"
	mattaku	"entirely"
	mocíron	"of course, certainly"
	tabitabi	"frequently, often"
	taitee	"usually, generally"
	tokidoki	"once in a while"
	totemo	"very"
	warini	"fairly, comparatively"
	zicúni	"indeed, truly"
	yóku	"often, frequently, well"
C. N.	íssyo	"together (with)"
	úmi	"sea, beach"
V.	náru (st.v.) [i.v.]	"to become"
A.	at(a)takái	"warm, mild"
	suzusíi	"cool (and comfortable)"

C. Pattern Practice:

I. **Watakusi wa / icumo ikimāsu.**

- | | |
|-------------|---------------------------------|
| 1. taitee | Watakusi wa / taitee ikimāsu. |
| 2. tabitabi | Watakusi wa / tabitabi ikimāsu. |
| 3. tokidoki | Watakusi wa / tokidoki ikimāsu. |
| 4. hazimete | Watakusi wa / hazimete ikimāsu. |

II. **Anó hito wa / taihen kiree desu.**

- | | |
|-----------|----------------------------------|
| 1. zicúni | Anó hito wa / zicúni kiree desu. |
| 2. sūgoku | Anó hito wa / sūgoku kiree desu. |
| 3. icumo | Anó hito wa / icumo kiree desu. |
| 4. warini | Anó hito wa / warini kiree desu. |

III. **Sono kangae wa / taihen ii desu.**

- | | |
|------------|-----------------------------------|
| 1. zicúni | Sono kangae wa / zicúni ii desu. |
| 2. sūgoku | Sono kangae wa / sūgoku ii desu. |
| 3. mattaku | Sono kangae wa / mattaku ii desu. |
| 4. warini | Sono kangae wa / warini ii desu. |

IV. **Kodomo wa / ookiku narimāsite.**

- | | |
|------------|---------------------------------|
| 1. akaku | Kodomo wa / akaku narimāsite. |
| 2. yoku | Kodomo wa / yoku narimāsite. |
| 3. wáruku | Kodomo wa / wáruku narimāsite. |
| 4. kawáiku | Kodomo wa / kawáiku narimāsite. |

V. **Kodomo wa / taihen ookiku narimāsite.**

- | | |
|------------|--|
| 1. zicúni | Kodomo wa / zicúni ookiku narimāsite. |
| 2. sūgoku | Kodomo wa / sūgoku ookiku narimāsite. |
| 3. mattaku | Kodomo wa / mattaku ookiku narimāsite. |
| 4. totemo | Kodomo wa / totemo ookiku narimāsite. |

VI. (Put the suitable adverbs in the slot.)

- | |
|--|
| 1. Tároo wa / watakusi no uci ni / kimāsu. |
| (e.g.) icumo Tároo wa / watakusi no uci ni / icumo kimāsu. |
| 2. Suzukisan wa / gēnki desu. |
| 3. Otokónoko wa / narimāsite. |

VII. (Answer the following questions.)

- | | |
|--------------------------------------|----------------------------|
| 1. Anó hito wa / dare desu ka. | Tanakasan desu. |
| 2. Anó hito wa / donna hito desu ka. | Taihen kiree na hito desu. |

C. Pattern Practice(Translation) :

I. I always go.

- | | |
|-----------------------|--------------------------------|
| 1. usually | I usually go. |
| 2. frequently | I frequently go. |
| 3. sometimes | I sometimes go. |
| 4. for the first time | I am going for the first time. |

II. She is very pretty.

- | | |
|------------|------------------------|
| 1. really | She is really pretty. |
| 2. awfully | She is awfully pretty. |
| 3. always | She is always pretty. |
| 4. fairly | She is fairly pretty. |

III. That idea is very good.

- | | |
|------------------|----------------------------------|
| 1. really | That idea is really good. |
| 2. awfully | That idea is awfully good. |
| 3. entirely | That idea is entirely good. |
| 4. comparatively | That idea is comparatively good. |

IV. The children have become big.

- | | |
|---------|--|
| 1. red | The children('s faces) became red (blushed). |
| 2. good | The children have become good. |
| 3. bad | The children have become bad. |
| 4. cute | The children have become cute. |

V. The children have gotten very big.

- | | |
|-----------------|--|
| 1. indeed | The children have indeed gotten big. |
| 2. tremendously | The children have grown up tremendously. |
| 3. entirely | The children have certainly grown. |
| 4. very | The children have gotten very big. |

VI.

- | | |
|---|--------------------------------|
| 1. Taro comes to my house.
(e.g.) always | Taro always comes to my house. |
| 2. Mr. Suzuki is well. | |
| 3. The boy has become | |

VII.

- | | |
|---------------------------------|-----------------------------|
| 1. Who is he ? | Mr.(Miss, Mrs.)Tanaka. |
| 2. What kind of person is she ? | She is a very pretty woman. |

3. **Kono kangae wa / ikaga desu ka.** Taihen ii desu.
4. **Kodomo wa / dōo narimashita ka.** Totemo ōokiku narimashita.

D. Conversation:

1. Niciyōo(bi) ni / dōko e ikimashita ka.
2. Kamakura e ikimashita.
3. Kamakura e / tabitabi ikimasu ka.
4. Hái / yōku ikimasu.
5. Kamakura wa / dōo desita ka.
6. Totemo suzushikatta desu. Ūmi wa / zicūni kīree desita.
7. Hīto ga takusan imashita ka.
8. Mocíron / takusan imashita.
9. Mata ikimasu ka.
- *10. Hái / mocíron. Issyo ni ikimasyōo.

Conversation—Informal (two girls):

1. Niciyōo ni / dōko e itta?
2. Kamakura e itta no.
3. Kamakura e / tabitabi ikú no?
4. Ée / yōku iku wá.
5. Kamakura wa / dōo datta?
6. Sugoku suzushikatta. Ūmi wa / zicūni kīree datta wá.
7. Hīto ga takusan ita?
8. Mocíron / takusan ita wá.
9. Mata iku?
10. Mocíron. Issyo ni ikimasyōo yo.

* (**Iki**)masyōo means "Let's (go)."

This will be discussed in more detail in L. 13.

3. What about this idea? It's very good.
4. What has happened with the children? They have become very big.

D. Conversation (English Key):

1. Where did you go on Sunday?
2. I went to Kamakura.
3. Do you often go to Kamakura?
4. Yes, I often go to Kamakura.
5. How was Kamakura?
6. It was very cool. The sea was indeed beautiful.
7. Were there many people there?
8. Of course, there were a lot.
9. Are you going there again?
10. Yes, of course. Let's go together.

E. Reading and Writing:

大変 あついです。
 時々 海へ 行きます。
 大てい かまくらへ 行きます。
 かまくらは 全く 涼しいです。
 木が たくさん ありますから。
 日曜日に いつも 行きます。
 また 行きましょう。

涼しい	suzusii	行きましょう	ikimasyoo
大 変	42. [変] taihen	大 (4) {	大 学 daigaku
時 々	43. [時] tokidoki		大きい ookii
	44. [々] (for repeating characters)		大 変 taihen
海	45. [海] umi	日 (1) {	日本人 nihonjin
全 く	46. [全] mattaku		日曜日 niciyoobi
涼しい	47. [涼] suzusii		
木	48. [木] ki		
日曜日	49. [曜] niciyoobi		

E. Reading (Transcription in Romaji):

Taihen acui desu.
Tokidoki umi e ikimasu.
Taitee Kamakura e ikimasu.
Kamakura wa mattaku suzushii desu.
Ki ga takusan arimasu kara.
Niciyoobi ni icumo ikimasu.
Mata ikimasyoo.

Reading (Translation):

It's very hot.
I sometimes go to the beach.
I usually go to Kamakura.
Kamakura is really cool.
Because there are a lot of trees.
I always go on Sunday.
Let's go again.

LESSON 8

A. Patterns: Verbal Noun

_____ **simásu.**

V. N. **simásu.**

Examples:

Tároo wa / benkyoo simásu. "Taro studies."

Grammar:

1. This slot is filled by a V. N. (verbal noun).
2. A verbal noun is a noun which can become a verb with the addition of **suru**. That is to say, the addition of the verb, **suru**, "to do," to a verbal noun activates the verbal noun and changes it into a verb.
e. g. **benkyoo** "study" + **suru** "to do" = **benkyoo suru** "to study"
3. Some verbs of this type are transitive while others are intransitive.
e. g. **benkyoo suru** [t. v.] "to study"
 undoo suru [i. v.] "to exercise"
4. When the particle **o** comes between a verbal noun and **suru** the former remains a noun and is the direct object of the verb **suru**. (Cf. L. 26)

e. g. 1. **Tároo wa benkyoo simásu.** "Taro studies."

 2. **Tároo wa benkyoo o simásu.**

"Taro does his studies."

Note the shift of **o** and the use of **no** in the following examples. In the first example the noun **nihongo** is the direct object of the verb **benkyoo suru**. In the second example the (verbal) noun **benkyoo** is the direct object of the verb **suru** and is modified by the noun **nihongo** + **no**.

1. **Nihongo o benkyoo suru** "to study Japanese"

2. **Nihongo no benkyoo o suru**

"to do Japanese language studies"

5. Foreign verbs are taken into Japanese as verbal nouns with some modification of pronunciation, e. g.,

kábaa suru "to cover" [t. v.]

másutaa suru "to master" [t. v.]

pásu suru "to pass" [t. v. & i. v.]

Some more examples are as follows:

[t. v.] **bakku-áppu** "back up" **déssan** "sketch" (from
 boikóttó "boycott" French "dessin.")

kamohuráazyu	"camouflage"	purinto	"print"
kátto	"cut"	táipu	"type"
kontoróoru	"control"	tésuto	"test"
kóoci	"coach"	toréeningu	"train" (from training)
kópii	"copy"		
púrasu	"plus" (+ suru = "to add")		
purézento	"present"		

[i.v.] déeto	"date"	kamu-bákku	"comeback" (+ suru = "to make a comeback")
káabu	"curve"		

B. Vocabulary: (V.N. introduced in Grammar won't be listed.)

V.N.	Noun meanings	with suru
[i.v.] cuugaku	"commuting to school, attending school"	"to attend, (to go to and from)"
denwa	"telephone"	"to telephone"
gesyuku	"boarding house, rooming house"	"to board, to live in a rooming house"
kíkoku	"the return to one's own country"	"to go home, to return to one's own country"
nyuugaku	"entering school"	"to enter school"
renraku	"contact, communication"	"to contact, to get in touch with"
ryokoo	"trip, travel"	"to take a trip"
undoo	"exercise, motion, campaign, movement"	"to exercise"
[t.v.] benkyoo	"study"	"to study"
keekaku	"plan"	"to plan"
sentaku	"washing (laundry)"	"to wash (clothes)"
socugyoo	"graduation"	"to graduate"
soozi	"cleaning, sweeping"	"to clean, to sweep"
tooroku	"registration"	"to register"
yoyaku	"reservation"	"to make a reservation"
C.N.	áki "autumn, fall"	kúgacu "September"
	básu "bus"	nacú "summer"
	densya "(electric) train, street-car"	sukáato "skirt"
	doyóo(bi) "Saturday"	zibun "oneself"
Ad.	ícu "when"	

C. Pattern Practice:

I. Daigaku ni / nyuugaku simásita.

1. **denwa** Daigaku ni / denwa simásita.
2. **renraku** Daigaku ni / renraku simásita.
3. **cuugaku** Daigaku ni / cuugaku simásita.
4. **tooroku** Daigaku ni / tooroku simásita.

II. Nacú (ni) kíkoku simásu.

1. **socugyoo** Nacú (ni) / socugyoo simásu.
2. **byooki** Nacú (ni) / byooki simásu.
3. **ryokoo** Nacú (ni) / ryokoo simásu.
4. **benkyoo** Nacú (ni) / benkyoo simásu.

III. Doyóo ni / ícumo déeto simásu.

1. **undoo** Doyóo ni / ícumo undoo simásu.
2. **ryokoo** Doyóo ni / ícumo ryokoo simásu.
3. **sentaku** Doyóo ni / ícumo sentaku simásu.
4. **táipu** Doyóo ni / ícumo táipu simásu.

IV. Nihongo o benkyoo simásu.

1. **sukáato sentaku** Sukáato o sentaku simásu.
2. **heyá soozi** Heyá o soozi simásu.
3. **ryokoo keekaku** Ryokoo o keekaku simásu.
4. **heyá yoyaku** Heyá o yoyaku simásu.

V. (Answer the following questions.)

1. **Anáta wa / ícu nyuugaku simásita ka.**
Kúgacu ni nyuugaku simásita.
Áki ni nyuugaku simásita.
2. **Anáta wa / ícu kíkoku simásu ka.**
Nacú ni kíkoku simásu.
3. **Anáta wa / doyóo ni náni o simásu ka.**
Undoo simásu.
4. **Anáta wa / ícumo kyookai e ikimásu ka.**
Hái / ícumo ikimásu.
Iie / tokidoki ikimásu.
5. **Anáta wa / náni o benkyoo simásu ka.**
Nihongo o benkyoo simásu.

C. Pattern Practice (Translation):

I. I entered the university.

- | | |
|------------------------|---------------------------------|
| 1. telephone | I called the university. |
| 2. contact | I contacted the university. |
| 3. commuting to school | I commuted to the university. |
| 4. registration | I registered at the university. |

II. I'm going home (back to my country) in the summer.

- | | |
|---------------|---------------------------|
| 1. graduation | I graduate in the summer. |
| 2. sickness | I get sick in summer. |
| 3. travel | I travel in summer. |
| 4. study | I study in the summer. |

III. I always date on Saturday.

- | | |
|-------------|--------------------------------------|
| 1. exercise | I always exercise on Saturday. |
| 2. travel | I always travel on Saturday. |
| 3. washing | I always do the washing on Saturday. |
| 4. typing | I always type on Saturday. |

IV. He studies Japanese.

- | | | |
|----------|-------------|-----------------------|
| 1. skirt | washing | She washes her skirt. |
| 2. room | cleaning | He cleans his room. |
| 3. trip | planning | He plans a trip. |
| 4. room | reservation | He reserves a room. |

V.

- | | |
|---|---|
| 1. When did you enter school? | I entered (school) in September.
I entered (school) in the fall. |
| 2. When are you going back to your own country? | I am going back to my country in the summer. |
| 3. What do you do on Saturday? | I exercise. |
| 4. Do you always go to church? | Yes, I always go.
No, I go once in a while. |
| 5. What do you study? | I study Japanese. |

VI. (Change the sentences according to the key sentence.)

Nihongo o benkyoo simáshu. → Nihongo no benkyoo o simáshu.

1. **Sono eega o boikóotto simáshu.** Sono eega no boikóotto o simáshu.
2. **Heyá o soozu simáshu.** Heya no soozu o simáshu.
3. **Ryokoo o keekaku simáshu.** Ryokoo no keekaku o simáshu.
4. **Heyá o yoyaku simáshu.** Heya no yoyaku o simáshu.

D. Conversation:

1. Anáta wa / ícu kono daigaku ni / nyuugaku simásita ka.
2. Kúgacu ni nyuugaku simásita.
3. Ryóo ni imasu ka.
- * 4. Iie / Nakano ni gesyuku site (i)máshu.
- **5. Nán de cuugaku simáshu ka.
6. Densya to básu de cuugaku simáshu.
7. Zibun de soozu simáshu ka.
8. Iie / gesyuku no hitó ga simáshu.
9. Sentaku wa / dóo desu ka.
10. Zibun de simáshu.

Conversation—Informal (two girls):

1. Ícu kono daigaku ni / nyuugaku sitá no?
2. Kúgacu (ni) yó.
3. Ryóo ni irū no?
4. Uún / Nakano ni gesyuku siterú no.
5. Nán de cuugaku surū no?
6. Densya to básu de yó.
7. Zibun de soozu surú no?
8. Uún / gesyuku no hitó ga surū no.
9. Sentaku wa dóo?
10. Zibun de suru wá.

* **Gesyuku site (i)máshu.** "I'm rooming."

This construction will be explained in L. 14.

** The particle **de** means "by" to show the means.

Densya de ikimáshu. "I'll go by train."

Cf. **Zibun de ikimáshu.** "I'll go (by) myself."

VI.

We study Japanese. → We do our Japanese studies.

1. We boycott the movie. We stage a boycott of the movie.
2. We clean our room. We do the cleaning of our room.
3. We plan a trip. We make our plan for travel plans.
4. We reserve a room. We make our room reservation.

D. Conversation (English Key):

1. When did you enter this university?
2. I entered in September.
3. Are you in the dorm?
4. No, I'm rooming in Nakano.
5. What means (of transportation) do you use to go to school?
6. I go to school by train and bus.
7. Do you clean (your room) yourself?
8. No, the people at the rooming house do it.
9. What about the washing?
10. I do it myself.

E. Reading and Writing:

大学に 入学しました。
 中野から 電車とバスで 通学します。
 土曜に 運動します。
 日曜に デートします。
 ともだちに 電話します。
 自分で せんたくします。

デ ー ト [デ] de
 パ ス [パ] pa ([ハ] ha)
 マ ス タ ー [マ] ma
 [タ] ta
 ボ イ コ ッ ト [ボ] bo ([ホ] ho)
 [ッ] (small) boikotto ([ツ] cu)
 カ ム バ ッ ク [ム] mu
 コ ピ ー [ピ] pi
 コ ン ト ロ ー ル [ロ] ro
 プ レ ゼ ン ト [プ] pu
 [ゼ] ze ([セ] se)
 ト レ ー ニ ン グ [ニ] ni
 [グ] gu

入 学	50.	[入]	nyuugaku	話 (32)	{	話	す	hanasu
中 野	51.	[野]	nakano			電	話	denwa
電 車	52.	[電]	densya					
	53.	[車]	densya					
通 学	54.	[通]	cuugaku					
土 曜	55.	[土]	dooyo					
運 動	56.	[運]	undoo					
	57.	[動]	undoo					
自 分	58.	[自]	zibun					
	59.	[分]	zibun					

E. Reading (Transcription in Romaji):

Daigaku ni nyuugaku simasita.
Nakano kara densya to basu de cuugaku simasu.
Doyoo ni undoo simasu.
Niciyoo ni deeto simasu.
Tomodaci ni denwa simasu.
Zibun de sentaku simasu.

Reading (Translation):

I entered the university.
I commute to school from Nakano by train and bus.
I exercise on Saturday.
I date on Sunday.
I'm going to call a friend.
I do my own washing.

LESSON 9

A. Patterns: Interrogative Noun

(C.N. **wa**) _____ **desu ka.**
 (C.N. **ni**) _____ **ga V.ka.**

(C.N. **wa**) I.N. **desu ka.**
 (C.N. **ni**) I.N. **ga V.ka.**

Examples:

1. **Anáta wa / dónata desu ka.**

“What is your name? (Who are you?)”

Soko ni / dónata ga imasu ka.

“Who is that (there)?”

Grammar:

1. This slot is filled by I.N. (interrogative nouns).
2. Interrogative nouns behave like common nouns except that they are never followed by **wa**.
3. A sentence containing an interrogative noun ends either in **ka** or a rising intonation indicative of an interrogative sentence.
4. When interrogative nouns are immediately followed by **ka**, **mo**, or **demo**, they lose their interrogative meaning.

náni “what”	náni ka “something”	na(N)ni mo (with neg.) “nothing”	nan demo “anything, everything”
dónata “who”	dónata ka “somebody”	donata mo (with neg.) “nobody”	donata demo “anybody, everybody”
dóre “which” (out of more than two)	dóre ka “some of them” (out of more than two)	dore mo (with neg.) “none”	dore demo “whichever”
dócira “which” (out of two)	dócira ka “one of them” (out of two)	docira mo (with neg.) “neither” docira mo (with aff.) “both”	docira demo “either”
dóko “where”	dóko ka “somewhere”	doko mo (with neg.) “nowhere” doko mo (with aff.) “everywhere”	doko demo “anywhere, everywhere”

Notice the accent shift.

5. The particle **kara** following N. means “from.” Cf. L. 5D (p. 41)

Dóko kara kimāsita ka.

"Where did you come from?" (Cf. Conversation 3)

6. Between interrogative nouns and particles, **ka**, **mo**, or **demo**, some other particles can occur.

dóko kara ka	"from somewhere"
doko kara mo (with neg.)	"from nowhere"
doko kara demo	"from anywhere"
dóko (e) ka, dóko ka (e)	"to somewhere"
doko (e) mo (with neg.)	"to nowhere"
doko (e) demo	"to anywhere"

In the last three sentences **e** can be omitted.

B. Vocabulary:

I.N.	dócira / dótcī	"which" (out of two)
	nanyóobi	"what day (of the week)"
C.N.	#bóku	"I" (used by boys)
	depáato	"department store"
	eegákan	"movie theater"
	háru	"spring"
	huyú	"winter"
	#kimi	"you" (used by boys)
	pén	"pen"
	résutoran	"restaurant"
	Taiwán	"Formosa"
	-yásumi	"vacation"
	zísyo	"dictionary"
	ícigacú	"1st month, January"
	nigacú	"2nd month, February"
	sángacu	"3rd month, March"
	sigacú	"4th month, April"
	gógacu	"5th month, May"
	rokugacú	"6th month, June"
	sícigacú	"7th month, July"
	hacigacú	"8th month, August"
	kúgacu	"9th month, September"
	zyuugacú	"10th month, October"
	zyuucigacú	"11th month, November"
	zyuunigacú	"12th month, December"
Ad.	tábun	"perhaps, probably"

C. Pattern Practice:

I. Kore wa hón desu.

- | | |
|-----------|----------------------|
| 1. zísyo | Kore wa zísyo desu. |
| 2. pén | Kore wa pén desu. |
| 3. sinbun | Kore wa sinbun desu. |
| 4. náni | Kore wa nán desu ka. |

II. Watakusi wa / koko ni imasu.

- | | |
|-------------|----------------------------------|
| 1. gakkoo | Watakusi wa / gakkoo ni imasu. |
| 2. Huransu | Watakusi wa / Huransu ni imasu. |
| 3. syokudoo | Watakusi wa / syokudoo ni imasu. |
| 4. dóko | Watakusi wa / dóko ni imasu ka. |

III. Ginza ni ginkoo ga arimasu.

- | | |
|--------------|--------------------------------|
| 1. depáato | Ginza ni depáato ga arimasu. |
| 2. eegákan | Ginza ni eegákan ga arimasu. |
| 3. résutoran | Ginza ni résutoran ga arimasu. |
| 4. náni | Ginza ni náni ga arimasu ka. |

IV. Anáta wa / náni ga ii desu ka.

- | | |
|-----------|----------------------------------|
| 1. dáre | Anáta wa / dáre ga ii desu ka. |
| 2. dóko | Anáta wa / dóko ga ii desu ka. |
| 3. dóre | Anáta wa / dóre ga ii desu ka. |
| 4. dócira | Anáta wa / dócira ga ii desu ka. |

V. (Answer the following questions.)

- | | |
|------------------------------------|------------------------------------|
| 1. Soko ni náni ga arimasu ka. | Hón ga arimasu. |
| Soko ni náni ka arimasu ka. | |
| háí | Hái / hón ga arimasu. |
| iie | Iie / nani mo arimasén. |
| 2. Ano heyá ni dáre ga imasu ka. | Tanakasan ga imasu. |
| Ano heyá ni dáre ka imasu ka. | |
| háí | Hái / Tanakasan ga imasu. |
| iie | Iie / dare mo imasén. |
| 3. Niciyóo ni dóko e ikimásita ka. | Kamakura e ikimásita. |
| Niciyóo ni dóko ka e ikimásita ka. | |
| háí | Hái / Kamakura e ikimásita. |
| iie | Iie / doko (e) mo ikimaséendesita. |
| 4. Dótci ga ii desu ka. | Kotcí ga ii desu. |
| | Dotci demo íi desu. |

C. Pattern Practice (Translation):

I. This is a book.

- | | |
|---------------|-----------------------|
| 1. dictionary | This is a dictionary. |
| 2. pen | This is a pen. |
| 3. newspaper | This is a newspaper. |
| 4. what | What is this? |

II. I am here.

- | | |
|----------------|--------------------------|
| 1. school | I am in school. |
| 2. France | I am in France. |
| 3. Dining Hall | I am in the Dining Hall. |
| 4. where | Where am I? |

III. There are banks on the Ginza.

- | | |
|---------------------|---|
| 1. department store | There are department stores on the Ginza. |
| 2. (movie) theater | There are (movie) theaters on the Ginza. |
| 3. restaurant | There are restaurants on the Ginza. |
| 4. what | What is on the Ginza? |

IV. What would you like? (What would be best as far as you're

- | | |
|----------|---|
| 1. who | Whom do you think would be best? [concerned?] |
| 2. where | Where do you think would be best? |
| 3. which | Which do you think would be best? |
| 4. which | Which do you think would be better? |

V.

- | | |
|---------------------------------|---------------------------|
| 1. What's there? | A book. |
| Is there something there? | |
| yes | Yes, a book. |
| no | No, there isn't anything. |
| 2. Who is in that room? | Mr. Tanaka is. |
| Is there anyone in that room? | |
| yes | Yes, Mr. Tanaka is. |
| no | No, there's no one there. |
| 3. Where did you go on Sunday? | I went to Kamakura. |
| Did you go somewhere on Sunday? | |
| yes | Yes, I went to Kamakura. |
| no | No, I didn't go anywhere. |
| 4. Which is better? | This is better. |
| | Either will do. |

D. Conversation:

1. Anáta wa dónata desu ka.
2. Watakusi wa desu.
3. Dóko kara kimásita ka.
4. Cyúugoku kara kimásita.
5. Cyúugoku no dóko desu ka.
6. Taiwán desu.
7. Taiwán wa / acúi desyoo né.
8. Háí / hacigacú wa / taihen acúi desu.
9. Nacuyásumi ni / dóko ka / ryokoo simásita ka.
10. Iie / doko mo ikimaséendesita.
11. Huyuyásumi wa / ikága desu ka.
12. TábuN / dóko ka e ikimásu.

Conversation—Informal (two boys):

1. Kimi / dáre?
2. Bóku /
3. Dóko kara kítā N dai?
4. Cyúugoku kara kítā N da yó.
5. Cyúugoku no dóko?
6. Taiwán sa.
7. Taiwán wa / acúi daroo né.
8. ŪN / hacigacú wa / sugóku acúi N da.
9. Nacuyásumi ni / dóko ka / ryokoo sita?
10. Iya / doko mo ikanákatta.
11. Huyuyásumi wa dóo dai?
12. TábuN / dóko ka iku yó.

D. Conversation (English Key):

1. Who are you?
2. I'm (Mr. Mrs. Miss) _____.
3. Where did you come from?
4. China.
5. Where in China?
6. From Formosa.
7. It's hot in Formosa, isn't it?
8. Yes, August is very hot.
9. Did you take a trip somewhere during the summer vacation?
10. No, I didn't go anywhere.
11. How about the winter vacation?
12. I'll probably go somewhere.

E. Reading and Writing:

ここに 何が ありますか。
 これは 何ですか。
 春休みに 旅行しましたか。
 三月に 京都へ 行きました。
 何曜日に 学校へ 行きますか。
 月曜、火曜、水曜、木曜、金曜に 行きます。
 土曜と日曜は 休みです。
 日曜に 教会へ 行きます。

何	60. [何]	<u>nani</u>	何 (60)	{ 何	<u>nani</u>
春休み	61. [春]	<u>haruyasumi</u>		{ 何 (ですか, と,	
	62. [休]	<u>haruyasumi</u>		{ で, の)	<u>nan</u>
旅行	63. [旅]	<u>ryokoo</u>	行 (21)	{ 行 く	<u>iku</u>
三月	64. [月]	<u>sangacu</u>		{ 旅行	<u>ryokoo</u>
京都	65. [都]	<u>kyooto</u>	学 (5)	{ 大学	<u>daigaku</u>
学校	66. [校]	<u>gakkoo</u>		{ 学校	<u>gakkoo</u>
火曜	67. [火]	<u>kayoo</u>	月 (64)	{ 三月	<u>sangacu</u>
水曜	68. [水]	<u>suiyoo</u>		{ 月曜	<u>gecuyoo</u>
金曜	69. [金]	<u>kin'yoo</u>	木 (48)	{ 木	<u>ki</u>
教会	70. [会]	<u>kyookai</u>		{ 木曜	<u>mokuyoo</u>

E. Reading (Transcription in Romaji):

Koko ni nani ga arimasu ka.

Kore wa nan desu ka.

Haruyasumi ni ryokoo simasita ka.

Sangacu ni Kyoto e ikimasita.

Nanyoobi ni gakkoo e ikimasu ka.

Gecuyoo, kayoo, suiyoo, mokuyoo, kinyoo ni ikimasu.

Doyoo to nicyoo wa yasumi desu.

Nicyoo ni kyookai e ikimasu.

Reading (Translation):

What is here?

What is this?

Did you take a trip during the spring vacation?

I went to Kyoto in March.

What days do you go to school?

I go on Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays.

Saturdays and Sundays are holidays.

I go to church on Sundays.

LESSON 10

A. Patterns: Adverbial Noun 1.

_____ Pred.

Ad. N. Pred.

Examples:

Kinoo gakkoo e ikimásita. "I went to school yesterday."

Grammar:

1. This slot is filled by Ad. N. (adverbial nouns). In the above slot the word **kinoo** is not followed by a particle and thus behaves like an adverb.

2. Adverbial nouns of time usually come at the beginning of sentences though not necessary. Note the shift in the following examples:

Kinoo gakkoo e ikimásita. → **Gakkoo e kinoo ikimásita.**

The first sentence is by far more common than the second.

3. An adverbial noun, when it is in the initial position, can be followed by **wa**. The difference between an Ad. N. with **wa** and one without **wa** can be explained, for example, in the following sentences:

Kinoo gakkoo e ikimásita.

Kinoo wa gakkoo e ikimásita.

Wa in the second example serves to single out **kinoo** and emphasize it to a degree. As explained earlier **wa** often has the effect of singling out the word or phrase it follows and compares it with other things or thoughts of the same class. Therefore, one would for example imagine that the speaker did not go to school the day before yesterday or perhaps had not been for several days. In English this feeling of **wa** would ordinarily be expressed by a voiced emphasis on the word "yesterday," perhaps with the transposition of the word to the beginning of the sentence as follows:

"I went to school yesterday." → "Yesterday I went to school (although I was absent the day before)."

4. The difference between adverbial nouns and adverbs is that adverbial nouns behave more like nouns; that is, they can be followed more freely by other particles such as **ga** and **no**.

Kinoo no ása / háyaku okimásita.

"I got up early yesterday morning."

Kinoo ga isogásikatta desu. "Yesterday was a busy day."

5. Compare the following sentences: | ("I was busy yesterday.")

Kinoo macimásita. "(I) waited yesterday."

Kinoo o macimásita. "(I) waited for yesterday."

B. Vocabulary:

Ad. N.

ása	"morning"	ototoi, ototói	(with particle)
asátte	"day after tomorrow"		"day before yesterday"
asitá	"tomorrow"	ráigecu	"next month"
ban	"evening"	raisyuu	"next week"
íma	"now"	saráigecu	"month after next"
kongecu	"this month"	saraisyuu	"week after next"
konsyuu	"this week"	séngecu	"last month"
kotosi	"this year"	senséngecu	"month before last"
máiasa	"every morning"	sensénsyuu	"week before last"
maiasa		sensyuu	"last week"
maigecu	"every month"	yóru	"night (after it gets dark), evening"
máinici	"every day"	yuugata	"early evening, dusk"
mainici			
maisyuu	"every week"		

C. N.

Búnka-no-hi	"Culture Day"	cikatecu	"subway"
	(national holiday)	tenránkai	"exhibition"
(búnka)	"culture"		

(For telling time)

"one o'clock, two o'clock, etc."

icizi	yózi	sicizi	zyúuzi
nizi	gózi	hacizi	zyuucizi
sánzi	rokúzi	kúzi	zyuunízi

"Half past one, half past two, etc."

icizihán **nizihán** **sanzihán**, etc.

-hán "half" gets always accented.

A. N.	iroiro		"various"
V. N.	koogí		"lecture"
V.	demásu / déru	(w. v.) [i. v.]	"to go out, to attend"
	kikimásu / kiku	(st. v.) [t. v.]	"to listen"
	macimásu / mácu	(st. v.) [t. v.]	"to wait"
	okimásu / okíru	(w. v.) [i. v.]	"to get up"
	orimásu / oríru	(w. v.) [i. v.]	"to get off, to get out of (a train, car, etc.) , to go (come) down (the stair, a hill, out of the sky, etc.)"
	tazunemásu / tazunéru	(w. v.) [t. v.]	"to visit"
A.	hayái	"early"	isogasíi "busy"
Pren.	#ironna	"various"	

C. Pattern Practice:

I. Kyóo wa acúi desu.

- | | |
|------------|-----------------------|
| 1. kōnsyuu | Kōnsyuu wa acúi desu. |
| 2. kōgecu | Kōgecu wa acúi desu. |
| 3. kotosi | Kotosi wa acúi desu. |
| 4. nacú | Nacú wa acúi desu. |

II. Asita Kyóoto e ikimásu.

- | | |
|--------------|-----------------------------|
| 1. raisyuu | Raisyuu Kyóoto e ikimásu. |
| 2. ráigecu | Ráigecu Kyóoto e ikimásu. |
| 3. ása | Ása Kyóoto e ikimásu. |
| 4. háru (ni) | Háru (ni) Kyóoto e ikimásu. |

III. Kinoo no ása / tomodaci o tazunemásita.

- | | |
|-----------------|--|
| 1. kinoo no ban | Kinoo no. ban / tomodaci o tazunemásita. |
| 2. gecuyóo ni | Gecuyóo ni / tomodaci o tazunemásita. |
| 3. nacú (ni) | Nacú (ni) / tomodaci o tazunemásita. |
| 4. sensyuu | Sensyuu / tomodaci o tazunemásita. |

IV. Kyóo wa okimásu.

- | | |
|---------------|------------------------|
| 1. ása | Ása wa okimásu. |
| 2. rokúzi ni | Rokúzi ni wa okimásu. |
| 3. yóru | Yóru wa okimásu. |
| 4. gecuyóo ni | Gecuyóo ni wa okimásu. |

V. Séngecu Níkkoo e ikimásita. (Add ni if necessary.)

- | | |
|---------------|--------------------------------|
| 1. kinoo | Kinoo Níkkoo e ikimásita. |
| 2. doyóo | Doyóo ni Níkkoo e ikimásita. |
| 3. sensénsyuu | Sensénsyuu Níkkoo e ikimásita. |
| 4. hacízi | Hacízi ni Níkkoo e ikimásita. |

VI. Tanakasan wa / kinoo tomodaci o tazunemásita.

(Answer the following questions.)

- | | |
|---|----------------------------|
| 1. Dáre ga tomodaci o tazunemásita ka. | Tanakasan ga tazunemásita. |
| 2. Tanakasan wa / ícu tomodaci o tazunemásita ka. | Kinoo tazunemásita. |
| 3. Tanakasan wa / kinoo náni o simásita ka. | Tomodaci o tazunemásita. |
| 4. Tanakasan wa / kinoo dáre o tazunemásita ka. | Tomodaci o tazunemásita. |

C. Pattern Practice (Translation):

I. Today is hot.

- | | |
|---------------|--------------------|
| 1. this week | This week is hot. |
| 2. this month | This month is hot. |
| 3. this year | This year is hot. |
| 4. summer | Summer is hot. |

II. I'm going to Kyoto tomorrow.

- | | |
|--------------------|------------------------------------|
| 1. next week | I'm going to Kyoto next week. |
| 2. next month | I'm going to Kyoto next month. |
| 3. morning | I'm going to Kyoto in the morning. |
| 4. (in the) spring | I'm going to Kyoto in the spring. |

III. I called on a friend yesterday morning.

- | | |
|------------------|-------------------------------------|
| 1. last night | I called on a friend last night. |
| 2. on Monday | I called on a friend on Monday. |
| 3. in the summer | I called on a friend in the summer. |
| 4. last week | I called on a friend last week. |

IV. Today I'll get up.

- | | |
|--------------|-----------------------------|
| 1. morning | In the morning I'll get up. |
| 2. at six | At six I'll get up. |
| 3. night | At night I'll get up. |
| 4. on Monday | On Monday I'll get up. |

V. I went to Nikko last month.

- | | |
|---------------------|-----------------------------------|
| 1. yesterday | I went to Nikko yesterday. |
| 2. Saturday | I went to Nikko on Saturday. |
| 3. week before last | I went to Nikko week before last. |
| 4. eight o'clock | I went to Nikko at eight o'clock. |

VI. Mr. Tanaka called on a friend yesterday.

- | | |
|---|-----------------------------|
| 1. Who called on a friend? | Mr. Tanaka did. |
| 2. When did Mr. Tanaka call on a friend? | He called on him yesterday. |
| 3. What did Mr. Tanaka do yesterday? | He called on a friend. |
| 4. Whom did Mr. Tanaka call on yesterday? | He called on a friend. |

VII. **Sensyuu no nicyóo ni / densya de Sinzyuku e ikimásita.**
(Answer the following questions.)

1. **Ícu Sinzyuku e ikimásita ka.**

Sensyuu no nicyóo ni ikimásita.

2. **Nán de ikimásita ka.**

Densya de ikimásita.

3. **Dóko e ikimásita ka.**

Sinzyuku e ikimásita.

4. **Ícu no nicyóo ni ikimásita ka.**

Sensyuu no nicyóo ni ikimásita.

D. Conversation:

1. Kinoo / koogí ni demásita ka.

* 2. Iie / kinoo wa / Búnka-no-hi de / yasumi desita.

3. Déwa / náni o simásita ka.

4. Sinzyuku-gyoen no / kiku no hana no tenrankai e ikimásita.

5. Tenrankai wa / ikaga desita ka.

**6. Totemo kiree desita. Iroiro no kiku ga arimasita.

7. Sinzyuku e wa / nan de ikimasu ka.

8. Taitee densya de ikimasu ga / kinoo wa cikatecu de ikimásita.

***9. Doko de orimásita ka.

10. Sinzyuku-gyoen-mae de orimásita.

Conversation—Informal (two boys):

1. Kinoo / koogi ni deta?

2. Uun / kinoo wa / Búnka-no-hi de / yasumi datta.

3. Zya / náni o sita n dai?

4. Sinzyuku-gyoen no / kiku no hana no tenrankai e itta yó.

5. Tenrankai wa doo datta?

6. Totemo kiree datta yó. Ironna kiku ga atta.

7. Sinzyuku e wa / nan de iku n dai?

8. Taitee densya de iku n da ga / kinoo wa cikatecu de itta n da.

9. Doko de orita n dai?

10. Sinzyuku-gyoen-mae de orita yó.

* The particle **de** in the following sentence combines the previous predicate with the following predicate with the meaning of "and."

Kinoo wa Búnka-no-hi de / yasumi desita.

"Yesterday was Culture Day, (and it was) a holiday."

** **Iroiro** very often takes **no** instead of **na** though this is an adjectival noun.

*** The particle **de** in this sentence indicates place of action.

(Cf. L. 14, A. 7, p. 110)

VII. I went by train to Shinjuku on Sunday of last week.

- | | |
|---------------------------------|--------------------------------|
| 1. When did you go to Shinjuku? | I went on Sunday of last week. |
| 2. How did you go? | I went by train. |
| 3. Where did you go? | I went to Shinjuku. |
| 4. On which Sunday did you go? | I went on Sunday of last week. |

D. Conversation (English Key):

1. Did you go to class yesterday? (Did you attend the lecture yesterday?)
2. No, yesterday was Culture Day, a holiday.
3. What did you do, then?
4. I went to the chrysanthemum exhibition at the Shinjuku Imperial Garden.
5. How was the show?
6. Very beautiful. There were several kinds of chrysanthemums.
7. How do you go to Shinjuku?
8. Usually I go by train, but yesterday I went by subway.
9. Where did you get off?
10. I got off at Shinjuku-gyoen-mae.

E. Reading and Writing:

今は あきです。
 今月は 十一月です。
 今日^{きょう}は 文化の日です。 休みです。
 新宿^{しんじゅ}御苑^{ぎょえん}へ 行きました。
 来週^{しゅう}は どこへも 行きません。
 来月は 北海道へ 旅行します。
 毎週^{しゅう} えいがを 見ます。
 毎朝 六時に 起きます。
 夕方 運動します。

今 71. [今] ima
 文 72. [文] bunka
 化 73. [化] bunka
 新 74. [宿] sinzyuku
 宿 75. [北] hokkaidoo
 北 76. [道] hokkaidoo
 海 77. [毎] maisyuu
 週 78. [見] miru
 見 79. [朝] maiasa
 朝 80. [起] okiru
 起 81. [夕] yuugata
 方 82. [方] yuugata

今 (71) { 今 ima
 { 今 月 kongecu
 { 日 本 nihon
 日 (1) { 日曜日 niciyoobi
 { 日 hi
 新 (39) { 新しい atarasii
 { 新 宿 sinzyuku
 { 来 る kuru
 来 (22) { 来ます kimasu
 { 来 週^{しゅう} raisyyu
 海 (45) { 海 umi
 { 北海道 hokkaidoo
 時 (43) { 時 々 tokidoki
 { 六 時 rokuji

E. Reading (Transcription in Romaji):

Ima wa aki desu.
Kongecu wa zyuucigacu desu.
Kyoo wa Bunka-no-hi desu. Yasumi desu.
Sinzyuku-gyoen e ikimasita.
Raisyuu wa doko e mo ikimasen.
Raigecu wa Hokkaidoo e ryokoo simasu.
Maisyuu eega o mimasu.
Maiasa rokuzi ni okimasu.
Yuugata undoo simasu.

Reading (Translation):

Now it is autumn.
This month is November.
Today is Culture Day. It is a holiday.
I went to Shinjuku Imperial Garden.
Next week I am not going anywhere.
Next month I am taking a trip to Hokkaido.
I see a movie every week.
I get up at six o'clock every morning.
I exercise in the evening.

LESSON 11

A. Patterns: Adverbial Noun 2.

(N. ga) _____ Pred.	(N. ga) Ad.N. Pred.
---------------------	---------------------

Examples:

- Teeburu ga / hitócu / arimásu.** "There is one table."
Hagaki ga / icimai / arimásu. "There is one postcard."
Kodomo ga / hitóri / imásu. "There is one child."

Grammar:

- This slot is filled by Ad.N.(adverbial nouns) indicating number.
- In Japanese there is no grammatical number.
Teeburu ga arimásu could be "There is a table" or "There are tables." However, if you want to specify the number you insert it between the Predicate modifiers and the Predicate. This position, though by far the most common, is not absolute, since the number may come before the noun as demonstrated by the following examples:
Teeburu ga hitócu arimásu. → Hitócu teeburu ga arimásu.
- These words can take such particles as **wa**, **ga**, and **no**.
Hitóri wa kodomo desu. "One is a child."
Hitóri ga ikimásita. "One went."
Hitóri no uchi wa ookii desu. "One person's house is large."
- There are a number of sets of Ad.N. indicating number. The first set, **hitócu**, **hutaquí**, etc. is the most common one and can generally be used in any situation without fear of being misunderstood.
- The other set consists of the figures, **icí**, **ní**, **san**, **sí**, **gó**, **rokú**, **sicí**, **hací**, **kú**, **zyúu**, etc., to which are added suffixes which are sometimes called classifiers. The choice of classifiers depends upon the nature or shape of the article of entity referred to.
(e. g.) **-mai** is used for flat, thin things such as paper, sheets, rugs, board, and plates; **-too** for large animals such as cows, buffalo, and elephants, **-nin** for people; etc. Of course such so-called classifiers are sometimes used in English (Cf. six heads of cattle, three strands of wires, etc.), but not nearly as extensively as in Japanese. When the proper classifier is difficult to determine, the use of the **hitócu**, **hutaquí**-series is recommended.

B. Vocabulary:

Ad.N. (For counting things)

general	something flat and thin	people	
hītócū	īcímai	hītóri	"one"
* hūtacu	nímai	* hūtari	"two"
* mitcu	sánmai	sannin	"three"
* yotcú	yomai, yónmai	* yonin	"four"
īcúcū	gomai	* gonin	"five"
* mutcú	rokúmai	rokúnin	"six"
nanácū	sīcímai, nanámai	sīcínin, nanánin	"seven"
* yatcú	hacímai	hacínin	"eight"
kokónocū	kyúumai	kyúunin, *kunin	"nine"
too	zyúumai	zyúunin	"ten"
* zyuucí	zyuucí-		"eleven"
* zyuuní	zyuuní-		"twelve"
zyúusan	zyusán-		"thirteen"
* zyuusí	zyúuyo-, zyuyón-		"fourteen"
zyúugo	zyúugo-		"fifteen"
* zyuurokú	zyuurokú-		"sixteen"
* zyuusíci	zyuusíci-		"seventeen"
* zyuuhací	zyuuhací-		"eighteen"
zyúukū	zyúuku-, zyukyúu-		"nineteen"
nízyuu	nízyuu-		"twenty"
íkucū	íku-, nán-		"how many"

*These words get accented when followed by particles as follows,

hūtacú	hūtari
mitcú	sannín
yotcú, etc.	yonín, etc.

-too (used for large animals) -zucū "each, respectively"

C.N.

cúkue	"desk"	onná	"woman"
hagaki	"postcard"	otokó	"man"
kázokū	"family"	otona	"adult"
okáasan/háha	"mother/ my mother"	otóosan/cicí	"father/ my father"

C. Pattern practice:

I. Cukue ga hitócu arimásu.

- | | |
|------------------|--------------------------|
| 1. <u>hitacu</u> | Cukue ga hitacu arimásu. |
| 2. <u>mitcu</u> | Cukue ga mitcu arimásu. |
| 3. <u>yotcu</u> | Cukue ga yotcu arimásu. |
| 4. <u>icúcu</u> | Cukue ga icúcu arimásu. |

II. Isu o mutcu kaimásu.

- | | |
|--------------------|-------------------------|
| 1. <u>nanácu</u> | Isu o nanácu kaimásu. |
| 2. <u>yatcu</u> | Isu o yatcu kaimásu. |
| 3. <u>kokónocu</u> | Isu o kokónocu kaimásu. |
| 4. <u>too</u> | Isu o too kaimásu. |

III. Kodomo ga hitóri imásu.

- | | |
|------------------|-------------------------|
| 1. <u>hitari</u> | Kodomo ga hitari imásu. |
| 2. <u>sannin</u> | Kodomo ga sannin imásu. |
| 3. <u>yonin</u> | Kodomo ga yonin imásu. |
| 4. <u>gonin</u> | Kodomo ga gonin imásu. |

IV. Otona ga rokúnin imásu.

- | | |
|-------------------|-------------------------|
| 1. <u>sicinin</u> | Otona ga sicinin imásu. |
| 2. <u>hacinin</u> | Otona ga hacinin imásu. |
| 3. <u>kyúunin</u> | Otona ga kyúunin imásu. |
| 4. <u>zyúunin</u> | Otona ga zyúunin imásu. |

V. Kamí ga icimai arimásu.

- | | |
|-------------------|--------------------------|
| 1. <u>sánmai</u> | Kamí ga sánmai arimásu. |
| 2. <u>gomai</u> | Kamí ga gomai arimásu. |
| 3. <u>nanámai</u> | Kamí ga nanámai arimásu. |
| 4. <u>kyúumai</u> | Kamí ga kyúumai arimásu. |

VI. Koko ni cukue ga hitócu arimásu. (Change Ad.N. and V. if necessary.)

- | | |
|------------------|---------------------------------|
| 1. <u>isu</u> | Koko ni isu ga hitócu arimásu. |
| 2. <u>kodomo</u> | Koko ni kodomo ga hitóri imásu. |
| 3. <u>otona</u> | Koko ni onona ga hitóri imásu. |
| 4. <u>kamí</u> | Koko ni kamí ga icimai arimásu. |

VII. Koko ni ciisana hako ga mitcu arimásu.

(Answer the following questions.)

- | | |
|---------------------------------------|------------------|
| 1. <u>Koko ni nani ga arimásu ka.</u> | Hako ga arimásu. |
|---------------------------------------|------------------|

C. Pattern Practice (Translation):

I. There is one desk.

- | | |
|----------|------------------------|
| 1. two | There are two desks. |
| 2. three | There are three desks. |
| 3. four | There are four desks. |
| 4. five | There are five desks. |

II. I'll buy six chairs.

- | | |
|----------|------------------------|
| 1. seven | I'll buy seven chairs. |
| 2. eight | I'll buy eight chairs. |
| 3. nine | I'll buy nine chairs. |
| 4. ten | I'll buy ten chairs. |

III. There is one child.

- | | |
|----------|---------------------------|
| 1. two | There are two children. |
| 2. three | There are three children. |
| 3. four | There are four children. |
| 4. five | There are five children. |

IV. There are six adults.

- | | |
|----------|-------------------------|
| 1. seven | There are seven adults. |
| 2. eight | There are eight adults. |
| 3. nine | There are nine adults. |
| 4. ten | There are ten adults. |

V. There is one sheet of paper.

- | | |
|----------|----------------------------------|
| 1. three | There are three sheets of paper. |
| 2. five | There are five sheets of paper. |
| 3. seven | There are seven sheets of paper. |
| 4. nine | There are nine sheets of paper. |

VI. There is one desk here.

- | | |
|----------|-----------------------------------|
| 1. chair | There is one chair here. |
| 2. child | There is one child here. |
| 3. adult | There is one adult here. |
| 4. paper | There is one sheet of paper here. |

VII. There are three small boxes here.

- | | |
|-------------------------|--------------------------|
| 1. What are these here? | There are (three) boxes. |
|-------------------------|--------------------------|

- | | |
|--------------------------------|-------------------------|
| 2. Hako ga ikucu arimāsu ka. | Mitcu arimāsu. |
| 3. Doko ni hako ga arimāsu ka. | Koko ni arimāsu. |
| 4. Donna hako ga arimāsu ka. | Cūsana hako ga arimāsu. |

D. Conversation:

1. Kono heyá wa / nán desu ka.
2. Syokudoo desu.
3. Teeburu ga hitócu arimāsu né. Isu wa / ikucu arimāsu ka.
4. Yotcu arimāsu.
5. Kono heyá ni mádo ga arimāsu ka.
6. Hái / teeburu no sóba ni / hitócu arimāsu.
7. Hito ga yonin imasu né. Kore wa / kázoku desu ka.
- * 8. Hái / sóo desu. Otóosan to okáasan to / kodomo ga hutarí desu.

Conversation—Informal (two girls):

1. Kono heyá / nani ?
2. Syokudoo yó.
3. Teeburu ga hitócu āru no né. Isu wa / ikucu āru no ?
4. Yotcu yó.
5. Kono heyá ni mádo āru ?
6. Ée / teeburu no sóba ni / hitócu āru wá.
7. Hito ga yonin irú no né. Kore wa / kázoku na no ?
8. Ée / sóo yó. Otóosan to okáasan to / kodomo ga hutarí na no.

* The particle **to** means "and." Note that it is used between nouns only. (e. g.) **hón to hako** "a book and a box"

2. How many boxes are there? There are three.
3. Where are the boxes? They are here.
4. What kind of boxes are there? There are small boxes.

D. Conversation (English Key):

1. What is this room?
2. It is a dining-room.
3. There is a table, isn't there? How many chairs are there?
4. There are four.
5. Are there any windows in this room?
6. Yes, there is one near the table.
7. There are four people, aren't there? Are they a family?
8. Yes, they are. They are father, mother, and two children.

E. Reading and Writing:

つくえが 一つ あります。
 人が 四人 居ます。
 子供が 二人 居ます。
 男の人と女の人が 一人ずつ 居ます。
 これは 家族です。 お父^{とう}さんとお母^{かあ}さんと子供です。
 これは 私の父と母じゃ ありません。

居	る	83.	[居]	<u>iru</u>
家	族	84.	[家]	<u>kazoku</u>
		85.	[族]	<u>kazoku</u>
父		86.	[父]	<u>cici</u>
母		87.	[母]	<u>haha</u>

一つ	<u>hitocu</u>	一まい	<u>icimai</u>	一人	<u>hitori</u>
二つ	<u>hutacu</u>	二まい	<u>nimai</u>	二人	<u>hutari</u>
三つ	<u>mitcu</u>	三まい	<u>sanmai</u>	三人	<u>sannin</u>
四つ	<u>yotcu</u>	四まい	<u>yo(n)mai</u>	四人	<u>yonin</u>
五つ	<u>icucu</u>	五まい	<u>gomai</u>	五人	<u>gonin</u>
六つ	<u>mutcu</u>	六まい	<u>rokumai</u>	六人	<u>rokunin</u>
七つ	<u>nanacu</u>	七まい	<u>sicimai</u>	七人	<u>sinin</u>
八つ	<u>yatcu</u>	八まい	<u>hacimai</u>	八人	<u>hacinin</u>
九つ	<u>kokonocu</u>	九まい	<u>kyuumai</u>	九人	<u>kyuunin</u>
十	<u>too</u>	十まい	<u>zyuumai</u>	十人	<u>zyuunin</u>

E. Reading (Transcription in Romaji):

Cukue ga hitocu arimasu.

Hito ga yonin imasu.

Kodomo ga hutari imasu.

Otoko no hito to onna no hito ga hitorizucu imasu.

Kore wa kazoku desu. Otoosan to okaasan to kodomo desu.

Kore wa watakusi no cici to haha zya arimasen.

Reading (Translation):

There is a table.

There are four people.

There are two children.

There is one man and one woman.

This is a family. They are father, mother and children.

This is not my father and mother.

LESSON 12

A. Patterns: Noun Usually Modified 1.

N. no ____ ni N. ga Pred.

N. no N. ni N. ga Pred.

Examples:

Teeburu no ué ni / hón ga arimāsu.

“There is a book on the table.”

Grammar:

- This slot is filled by nouns meaning “top,” “underneath,” etc. This pattern is the equivalent of an English prepositional phrase.

teeburu no sitá ni

“under the table”

teeburu no ué ni

“on (top of) the table”

- This kind of phrase in the initial position can take **wa**.

Teeburu no ué ni wa _____

- Actually this belongs to the same pattern as N. ni N. ga V. (Cf. L. 3)

Koko ni hón ga arimāsu.

“There is a book here.”

Kono heyá ni hón ga arimāsu.

“There is a book in this room.”

Teeburu no ué ni hón ga arimāsu. “There is a book on (top of) the table.”

- Tookú**, “far, distant,” which is an antonym of **cikáku**, “near, close by,” is seldom modified. It is usually used as follows:

Tookú ni yamá ga arimāsu.

“There is a mountain in the distance.”

- The position of a **... no ... ni** phrase can be altered as follows:

Cúkue no ué ni hako ga arimāsu.

“There is a box on the desk.”

Hako wa / cúkue no ué ni arimāsu.

“The box is on the desk.”

Note the usage of **wa** and **ga**. **Wa** usually occurs at the beginning of the sentence while **ga** occurs closer to the predicate. Note also the difference in meaning indicated in the translation.

B. Vocabulary:

C.N.	bukku-sutóa	"bookstore"
	cikáku	"near, (in the vicinity of)"
	dansiryoo	"men's dorm"
	(dansi	"man, male")
	fóoku / hóoku	"fork"
	hidari	"left"
	honkan	"main building"
	kabin	"vase"
	koppu	"drinking glass, tumbler"
	máe	"front"
	mannaka	"center"
	migi	"right"
	náihu	"knife"
	náka	"in, (inside)"
	sara	"plate, dish"
	sita, sitá (when modified)	"under, (beneath)"
	súpúun	"spoon"
	tookú	"far, distant"
	tosyókan	"library"
	ue, ué (when modified)	"on, (top)"
	úsiro	"behind, (back)"
	yoko	"beside, next to"
	zyosiryoo	"women's dorm"
	(zyósi	"woman, female"
V.	irimásu / iru (st. v.) [i. v.]	"to be needed"
Ad.	moo	"more"
C.	sonóhoka (ni)	"besides"

C. Pattern Practice :

I. Teeburu no ué ni / hako ga arimáshu.

1. **sítá** Teeburu no sítá ni / hako ga arimáshu.
2. **sóba** Teeburu no sóba ni / hako ga arimáshu.
3. **náka** Teeburu no náka ni / hako ga arimáshu.
4. **usiro** Teeburu no usiro ni / hako ga arimáshu.

II. Watakusi no sóba ni / Yosidasan ga imáshu.

1. **máe** Watakusi no máe ni / Yosidasan ga imáshu.
2. **usiro** Watakusi no usiro ni / Yosidasan ga imáshu.
3. **migi** Watakusi no migi ni / Yosidasan ga imáshu.
4. **hidari** Watakusi no hidari ni / Yosidasan ga imáshu.

III. Dansíryoo wa / zyosíryoo no sóba ni arimáshu.

1. **usiro** Dansíryoo wa / zyosíryoo no usiro ni arimáshu.
2. **hidari** Dansíryoo wa / zyosíryoo no hidari ni arimáshu.
3. **yoko** Dansíryoo wa / zyosíryoo no yoko ni arimáshu.
4. **máe** Dansíryoo wa / zyosíryoo no máe ni arimáshu.

IV. Tosyókan no sóba ni / yuubínkyoku ga arimáshu.

1. **syokudoo** Tosyókan no sóba ni / syokudoo ga arimáshu.
2. **honkan** Tosyókan no sóba ni / honkan ga arimáshu.
3. **bukku-sutóa** Tosyókan no sóba ni / bukku-sutóa ga arimáshu.
4. **nanni mo** Tosyókan no sóba ni / nanni mo arimasén.

V. (Answer the following questions.)

1. Teeburu no ué ni / náni ga arimáshu ka.

- hón** Hón ga arimáshu.
hón to kamí Hón to kamí ga arimáshu.
nanni mo Nanni mo arimasén.

2. Tosyókan no sóba ni / náni ga arimáshu ka.

- kyookai** Kyookai ga arimáshu.
syokudoo Syokudoo ga arimáshu.
nanni mo Nanni mo arimasén.

3. Yuubínkyoku wa / dóko ni arimáshu ka.

- kyookai no sóba** Kyookai no sóba ni arimáshu.
syokudoo no usiro Syokudoo no usiro ni arimáshu.
honkan (no náka) Honkan (no náka) ni arimáshu.

4. Watakusi no máe ni / dáre ga imáshu ka.

- anáta** Anáta ga imáshu.

C. Pattern practice (Translation):

I. There is a box on the table.

1. under There is a box under the table.
2. beside There is a box beside the table.
3. inside There is a box inside the table.
4. behind There is a box behind the table.

II. Near me is Mr. Yoshida.

1. front In front of me is Mr. Yoshida.
2. behind Behind me is Mr. Yoshida.
3. right On my right is Mr. Yoshida.
4. left On my left is Mr. Yoshida.

III. The men's dorm is near the women's dorm.

1. behind The men's dorm is behind the women's dorm.
2. left The men's dorm is on the left of the women's dorm.
3. next to The men's dorm is next to the women's dorm.
4. front The men's dorm is in front of the women's dorm.

IV. There is a post office near the library.

1. dining hall There is a dining hall near the library.
2. main building The main building is near the library.
3. book store There is a book store near the library.
4. nothing There is nothing near the library.

V.

1. What is there on the table?
 - book There is a book.
 - book and some paper There is a book and some paper.
 - nothing There is nothing.
2. What is there beside library?
 - church There is a church.
 - dining hall There is a dining hall.
 - nothing There is nothing.
3. Where is the post office?
 - near the church It's near the church.
 - behind the dining hall It's behind the dining hall.
 - in the main building It's in the main building.
4. Who is in front of me?
 - you You are.

Yosidasan
dare mo

Yosidasan ga imasu.
Dare mo imasen.

5. Yosidasan wa / doko ni imasu ka.
anata no migi Anata no migi ni imasu.
syokudoo (no naka) Syokudoo (no naka) ni imasu.
yuubinkyoku no mae Yuubinkyoku no mae ni imasu.

D. Conversation (Looking at a picture):

1. Teeburu no ue ni / nani ga arimasu ka.
2. Okina osara to ciisana osara ga / yomaizucu arimasu.
3. Sonohoka ni / nani ka arimasu ka.
4. Hai / naihu to fooku to suppuun ga / yotcuzucu arimasu.
5. Teeburu no mannaka ni / nani ga arimasu ka.
6. Kiree na kabin ga arimasu.
7. Koppu wa / ikucu arimasu ka.
- * 8. Mitcu sika arimasen. Moo hitocu irimasu ne.

Conversation—Informal (two girls):

1. Teeburu no ue ni / nani ga aru (no)?
2. Okina osara to ciisana osara ga / yomaizucu aru wa.
3. Sonohoka ni / nani ka aru?
4. Ee / naihu to fooku to suppuun ga / yotcuzucu aru wa.
5. Teeburu no mannaka ni / nani ga aru no?
6. Kiree na kabin ga aru wa.
7. Koppu wa / ikucu aru no?
8. Mitcu sika nai wa. Moo hitocu iru wa ne.

* The particle **sika** is always followed by a negative predicate and means "only."

Mitcu sika arimasen.

"There are only three."

Teeburu sika kaimasendesita.

"I only bought a table."

The adverb **moo** means "more" when followed by an Ad.N. of number, **sukosi**, or negative.

Moo hitocu kaimasu.

"I'll buy one more."

Moo sukosi irimasu.

"I'll need a little more."

Moo irimasen.

"I'll need no more."

- | | |
|-------------|------------------|
| Mr. Yoshida | Mr. Yoshida is. |
| no one | There is no one. |
5. Where is Mr. Yoshida?
- | | |
|--------------------------|------------------------------------|
| your right | He is on your right. |
| (in the) dining hall | He is in the dining hall. |
| front of the post office | He is in front of the post office. |

D. Conversation (English Key):

1. What is there on (top of) the table?
2. There are four large plates and four small plates each.
3. Is there anything else?
4. Yes, there are four sets of knives, forks, and spoons.
5. What is there in the center of the table?
6. There is a pretty vase.
7. How many glasses are there?
8. There are only three. We need one more, don't we?

E. Reading and Writing:

このへやは 食堂^{どう}です。
 テーブルの上に ナイフとフォークが あります。
 テーブルの下に 何も ありません。
 テーブルの近くに 人^{かあ}が 四人 居ます。
 お父^{とう}さんの前に お母^{かあ}さんが 居ます。
 お父^{とう}さんの右に 女の子が 居ます。
 お父^{とう}さんの左に 男の子が 居ます。
 お母^{かあ}さんの後ろに まどが あります。
 この家^{うち}の近くに 男子寮と女子寮が あります。

フォーク [フォ] fo (just for foreign words)

([オ] o)

上	88. [上] <u>ue</u>	食 (27)	{ 食べる <u>taberu</u>
下	89. [下] <u>sita</u>		{ 食堂 ^{どう} <u>syokudoo</u>
近 く	90. [近] <u>cikaku</u>	男 (13)	{ 男の子 <u>otokonoko</u>
前	91. [前] <u>mae</u>		{ 男子寮 <u>dansiryoo</u>
右	92. [右] <u>migi</u>	女 (15)	{ 女の子 <u>onnanoko</u>
左	93. [左] <u>hidari</u>		{ 女子寮 <u>zyosiryoo</u>
後 ろ	94. [後] <u>usiro</u>	子 (14)	{ 男の子 <u>otokonoko</u>
男子寮	95. [寮] <u>dansiryoo</u>		{ 男子寮 <u>dansiryoo</u>

E. Reading (Transcription in Romaji):

Kono heya wa syokudoo desu.
Teeburu no ue ni naihu to fooku ga arimasu.
Teeburu no sita ni nani mo arimasen.
Teeburu no cikaku ni hito ga yonin imasu.
Otoosan no mae ni okaasan ga imasu.
Otoosan no migi ni onnanoko ga imasu.
Otoosan no hidari ni otokonoko ga imasu.
Okaasan no usiro ni mado ga arimasu.
Kono uci no cikaku ni dansiryoo to zyosiryoo ga arimasu.

Reading (Translation):

This room is the dining hall.
There are knives and forks on the table.
There is nothing under the table.
There are four people near the table.
The mother is in front of the father.
There is a girl on the father's right.
There is a boy on the father's left.
There is a window behind the mother.
There are men's and women's dorms near this house.

LESSON 13

A. Patterns: Usage of the Particle **desyoo**

_____ desyoo.

V./A./N./Ad. **desyoo.**

Examples :

Asita tomodaci ga kúru desyoo.

"My friend is probably coming tomorrow."

Hokkáidoo wa / íma samúi desyoo.

"It's probably cold in Hokkaido now."

(I guess it is cold in Hokkaido now.)

Grammar :

1. This slot is filled by:

- a. dictionary, negative, past, negative past forms of verbs and adjectives.

e. g. (V.) kúru / kónai / kītá / kónakatta

(A.) samúi / sámuku năi / sámukatta / } desyoo.

sámuku nākatta

- b. nouns.

- c. some adverbs.

2. **Desyoo** shows that the previous statement is not definite; that is, it indicates probability or else conjecture on the part of the speaker.

3. This can be replaced by **daroo** in informal style.

4. The present tense form is also used to express future tense when the outcome is definite.

e. g. **Asīta ikimāsū.**

“(I) am going tomorrow.”

Asitá wa kayóo desu. "Tomorrow will be Tuesday."

5. **V-masyóo** was formerly used in the meaning of **V. desyoo** and is sometimes still so used. However, **V-masyóo** is now more used for the meaning of volition, as in the following examples:

Asita háikingu ni ikimasyōo. "Let's go hiking tomorrow."

Densya de ikimasyóo ka. "Shall we go by train?"

This form can be made by changing **-másh** to **-masyóo**.

e. g. **tabe-másu** → **tabe-masyóo**

kaki-másu → kaki-masyóo

V-**masyóo** can be replaced by its informal form. The informal form can be made as follows:

(w. v.) **tabé-ru** **tabe-yóo**

(st. v.) **ká-kŭ**

ka-kóo

mí-ru mi-yóo

haná-sū

hana-sóo

osie-ru osie-yóo

u-ru

u-róo

(irr. v.) **kú-ru** **ko-yóo**
 su-ru **si-yóo**

Notice that **-óo** always gets an accent regardless of whether the verb is accented or unaccented.

6. The particle **ni** sometimes indicates purpose as follows.

Kaimono ni ikimasyóo. "Let's go shopping."

* The particle **kara** and **made** can be used together or separately as follows: (Cf. Conversation 10.)

Tookyoo kara Takao máde / densya de ikimásu.

"(I) go by train from Tokyo to Takao."

Tookyoo kara kimásita. "(He) came from Tokyo."

Takao máde densya de ikimásu.

"(I) go by train as far as Takao."

Sánzi kara gózi made uci ni imásu.

"(I)'ll be home from three to five."

Sánzi kara uci ni imásu. "(I)'ll be home from three."

Gózi made uci ni imásu. "(I)'ll be home until five."

B. Vocabulary:

C.N.	áme	"rain"
	cyuuoosen	"Chuo (central) Line"
	háikingu	"hike" (from hiking)
	mómizi	"maple"
	roopuwée	"skyride" (from ropeway)
	ténki	"weather"
	zidóosya	"automobile"
	ziténsya	"bicycle"
V.N.	kaimono	"shopping"
	sampo	"walk"
	soodan	"consultation"
Ad. N.	-gúrai	"about, approximately"
	icizíkan	"one hour" (length of time) Cf. L. 16 (p. 126)
Ad.	amari (with neg.)	"not very"
C.	sáa	"well, let me see"
V.	hurimásu / húru (st. v.) [i. v.]	"to fall"
	(áme ga húru)	"rain falls, it rains"
	kakarimásu / kakáru (st. v.) [i. v.]	"to take, (for time or money)"
	noborimásu / noboru (st. v.) [i. v.]	"to climb"
A.	tooi "far"	takái "high"

C. Pattern Practice:

I. Ráigecu Suzukisan ga kúru desyoo.

- | | |
|------------------|-------------------------------------|
| 1. iku | Ráigecu Suzukisan ga ikú desyoo. |
| 2. osieru | Ráigecu Suzukisan ga osierú desyoo. |
| 3. suru | Ráigecu Suzukisan ga surú desyoo. |
| 4. hanásu | Ráigecu Suzukisan ga hanásu desyoo. |

II. Hokkáidoo wa / íma samúi desyoo.

- | | |
|---------------------|--------------------------------------|
| 1. suzusii | Hokkáidoo wa / íma suzusii desyoo. |
| 2. kíree | Hokkáidoo wa / íma kíree desyoo. |
| 3. subarasii | Hokkáidoo wa / íma subarasii desyoo. |
| 4. ácuku nái | Hokkáidoo wa / íma ácuku nái desyoo. |

III. Asita háikingu ni ikimasyoo.

- | | |
|-------------------|-----------------------------|
| 1. kaimono | Asita kaimono ni ikimasyoo. |
| 2. sampo | Asita sampo ni ikimasyoo. |
| 3. renraku | Asita renraku ni ikimasyoo. |
| 4. soodan | Asita soodan ni ikimasyoo. |

IV. Densya de ikimasyoo ka.

- | | |
|-----------------------|---------------------------|
| 1. básu de | Básu de ikimasyoo ka. |
| 2. zidóosya de | Zidóosya de ikimasyoo ka. |
| 3. ziténsya de | Ziténsya de ikimasyoo ka. |
| 4. arúite | Arúite ikimasyoo ka. |
| arúite | “walking, on foot” |

V. (Change the following sentences using **desyoo**.)

- | | |
|-----------------------------------|----------------------------|
| 1. Asita ténki ga íi desu. | Asita ténki ga íi desyoo. |
| 2. Asita áme ga hurimásu. | Asita áme ga hūru desyoo. |
| 3. Zidóosya de ikimasēn. | Zidóosya de ikanāi desyoo. |
| 4. Suzukisan wa kimasēn. | Suzukisan wa kónai desyoo. |

VI. (Answer the following questions.)

- | | |
|---|--------------------------|
| 1. Asita áme ga hūru desyoo ka. | |
| hái | Hái / hūru desyoo. |
| íie | Iie / huránai desyoo. |
| 2. Hokkáidoo wa / íma samúi desyoo ka. | |
| hái | Hái / samúi desyoo. |
| íie | Iie / sámuku nái desyoo. |

C. Pattern Practice (Translation):

I. Mr. Suzuki will probably come next month.

- | | |
|-------------|--|
| 1. to go | Mr. Suzuki will probably go next month. |
| 2. to teach | Mr. Suzuki will probably teach next month. |
| 3. to do | Mr. Suzuki will probably do it next month. |
| 4. to speak | Mr. Suzuki will probably speak next month. |

II. Hokkaido must be cold now:

- | | |
|--------------|--------------------------------------|
| 1. cool | Hokkaido must be cool now. |
| 2. beautiful | Hokkaido must be beautiful now. |
| 3. wonderful | Hokkaido must be wonderful now. |
| 4. not hot | I don't suppose Hokkaido is hot now. |

III. Let's go hiking tomorrow.

- | | |
|-----------------|-------------------------------|
| 1. shopping | Let's go shopping tomorrow. |
| 2. a walk | Let's go for a walk tomorrow. |
| 3. contact | Let's see him tomorrow. |
| 4. consultation | Let's talk to him tomorrow. |

IV. Shall we go by train?

- | | |
|---------------|-------------------------|
| 1. by bus | Shall we go by bus? |
| 2. by car | Shall we go by car? |
| 3. by bicycle | Shall we go by bicycle? |
| 4. walk | Shall we go by foot? |

V.

- | | |
|------------------------------------|--|
| 1. It will be a nice day tomorrow. | It will probably be a nice day tomorrow. |
| 2. It will rain tomorrow. | It will probably rain tomorrow. |
| 3. He won't go by car. | He probably won't go by car. |
| 4. Mr. Suzuki won't be coming. | Mr. Suzuki probably won't be coming. |

VI.

- | | |
|--|-------------------|
| 1. Do you suppose it will rain tomorrow? | |
| yes | Yes, probably so. |
| no | No, probably not. |
| 2. Do you suppose it's cold in Hokkaido now? | |
| yes | Yes, probably so. |
| no | No, probably not. |

3. **Suzukisan wa kuru desyoo ka.**
 háí Háí / kuru desyoo.
 iie Iie / kónai desyoo.
4. **Densya de kuru desyoo ka.**
 háí Háí / densya de kuru desyoo.
 iie Iie / zidóosya de kuru desyoo.

D. Conversation:

1. Asátte wa oyasumi desu né. Oténki wa ii desyoo ka.
2. Saa / tabun ii desyoo.
3. Nani o simasyōo ka. *
4. Ima / momizi ga kiree desyoo. Háikingu ni ikimasyōo.
5. Sore wa ii desu né. Doko e ikimasyōo ka.
6. Takaosan wa ikaga desu ka.
7. Sore wa tooi desu ka.
8. Iie / amari tooku arimasen.
9. Doo ikimasu ka.
- * 10. Sinzyuku kara Takao made / cyuuosen de ikimasu. Icizikangurai kakarimasu.
11. Sorekara / doo ikimasu ka.
12. Sukosi arukimasu. Sorekara / roopuwée de Takaosan ni noborimasu.

Conversation—Informal (two girls):

1. Asátte wa oyasumi né. Oténki wa ii kasira.
2. Saa / tabun ii desyoo.
3. Nani simasyōo ka.
4. Ima / momizi ga kiree yō. Háikingu ni ikanai?
5. Sorya ii wa né. Doko iku?
6. Takaosan wa doo?
7. Tooi?
8. Uun / amari tooku nai wa.
9. Doo ikū no?
10. Sinzyuku kara Takao made / cyuuosen de ikū no. Icizikangurai kakaru wa.
11. Sorekara?
12. Sukosi aruku no. Sorekara / roopuwée de Takaosan ni noborū no.

* (Cf. p. 102)

3. Do you think Mr. Suzuki will come?
yes Yes, he'll come.
no No, I don't think he'll come.
4. Do you think he'll come by train?
yes Yes, he'll probably come by train.
no No, he'll probably come by car.

D. Conversation (English Key):

1. The day after tomorrow is a holiday, isn't it? Do you think it will be a nice day?
2. Well, I couldn't say for sure, but I suppose so.
3. What shall we do?
4. The maple leaves must be beautiful now. Let's go hiking.
5. Okay. Where shall we go?
6. How about Mt. Takao?
7. Is it very far?
8. No, not very far.
9. How do we get there?
10. We take the Chuo Line from Shinjuku to Takao. It takes about one hour.
11. Then, how do we go?
12. We walk a little and then go up Mt. Takao by skyride.

E. Reading and writing:

あさっては お休みです。
 お天気は いいでしょうか。
 多分 いいでしょう。
 高尾山へ ハイキングに 行きましょう。
 新宿から高尾まで 中央線で 行きます。
 一時間位 かかります。
 それから ロープウェイで のぼります。
 高尾山は あまり 高く ありません。

ロープウェイ〔ウエ〕 we (just for foreign words)

(〔ウ〕 u) (〔エ〕 e)

天	気	96.	〔天〕	tenki			
		97.	〔気〕	tenki	山 (17)	{ 山	yama
多	分	98.	〔多〕	tabun		{ 高尾山	takaosan
高	尾	山	99.	〔高〕	takaosan		
		100.	〔尾〕	takaosan			
中	央	線	101.	〔央〕	cyuuoosen		
		102.	〔線〕	cyuuoosen			
一	時	間	位	103.	〔間〕	icizikangurai	
		104.	〔位〕	icizikangurai			

E. Reading (Transcription in Romaji):

Asatte wa oyasumi desu.
Otenki wa ii desyoo ka.
Tabun ii desyoo.
Takaosan e haikingu ni ikimasyoo.
Sinzyuku kara Takao made cyuuoosen de ikimasu.
Icizikangurai kakarimasu.
Sorekara roopuwee de noborimasu.
Takaosan wa amari takaku arimasen.

Reading (Translation):

The day after tomorrow is a holiday.
Do you suppose it will be a nice day?
Probably so.
Let's go hiking on Mt. Takao.
We'll take the Chuo Line from Shinjuku to Takao.
It takes about an hour.
Then we go up on the skyride.
Mt. Takao is not very high.

LESSON 14

A. Patterns: Verb with Special Function 1. (Action in Progress)

_____ (i)másu.

V-te (i)másu.

Examples:

Watakusi wa / arúite (i)másu. "I am walking."

ICU de / nihongo o / osiete (i)másu.

"I am teaching Japanese at ICU."

Grammar:

1. This slot is filled by V-te forms.
2. V-te forms with **imásu/iru** show present action in progress.
3. In this pattern **imásu/iru**, whose original meaning is "exist," loses that original meaning and only helps the preceding verb to show the action in progress.
4. V-te forms can be made as follows:

(w. v.) **tabé-ru** **tábe-te** (Notice the accent shift.)

osie-ru **osie-te**

(st. v.) **ká-ku** **ká-ite** (exception: **i-ku i-tte**)

oyó-gu **oyó-ide**

haná-su **haná-site**

u-ru **u-tte**

ka-u **ka-tte**

tá-cu **tá-tte**

aso-bu **aso-nde**

nó-mu **nó-nde**

si-nu **si-nde**

(irr. v.) **su-ru** **si-te**

kú-ru **kí-té** (Note: **Kité (i)ru** means "is here,"

never "is coming." Perhaps a literal translation of **kité**

(i)ru would be "has come and is here" or "having come,

is here." Note also that V-te forms are never used to

indicate future action as -ing forms often are in English.)

Notice that the V-te form is identical with the plain past form except for the final vowel.

tábe-ta

tábe-te

osie-ta

osie-te

kái-ta

kái-te

nai-ta

nai-te

5. This form is sometimes called the 'gerund' form. However, the usage of this form does not always correspond to the usage of the English 'gerund.' Therefore, it may be better to call it the **V-te** form.
6. In conversation, **i** of **imásu** is usually omitted except in very formal speech.
7. The particle **de** indicates place of action. It is used with action verbs while **ni** is used with verbs which show existence rather than action, such as **imásu/iru** or **arimásu/áru**.

Gakkoo de benkyoo simásu. "He studies at school."

Gakkoo ni imásu. "He is at school."

(Do not confuse this use of **ni** with the use that indicates direction, as in **Gakkoo ni ikimásu**, "He is going to school.")

B. Vocabulary:

C.N.	(o)cya	"tea"
	daidokoro	"kitchen"
	kaisya	"company, business firm"
	sakubun	"composition, writing"
	sunakku-báa	"snack bar"
	-taci	(suffix indicating plural noun)
	tegami	"letter"
	watakusítaci	"we"
V.N.	ryóori	"cooking"
	syokuzi	"meal"
Ad.	máda (with neg.)	"not yet"
	(with aff.)	"still"
	(moo)súgu	"soon"
V.	hatarakimásu/hataraku	(st. v.) [i. v.] "to work"
	(denwa o) kakemásu/kakéru	(w. v.) [t. v.] "to telephone"

C. Pattern Practice:

I. **Watakusi wa / tátte (i)māsu.**

1. **kosikakéru** Watakusi wa / kosikakete (i)māsu.
2. **hataraku** Watakusi wa / hataraitte (i)māsu.
3. **benkyoo suru** Watakusi wa / benkyoo site (i)māsu.
4. **arúku** Watakusi wa / arúite (i)māsu.

II. **Tároo wa / tegami o káite (i)māsu.**

1. **ocya o nómu** Tároo wa / ocya o nónde (i)māsu.
2. **denwa o kakéru** Tároo wa / denwa o kárete (i)māsu.
3. **eego o benkyoo suru** Tároo wa / eego o benkyoo site (i)māsu.
4. **sinbun o yómu** Tároo wa / sinbun o yónde (i)māsu.

III. **Tanakasan wa / daigaku de osiete (i)māsu.**

1. **kaisya de hataraku**
Tanakasan wa / kaisya de hataraitte (i)māsu.
2. **tosyókan de benkyoo suru**
Tanakasan wa / tosyókan de benkyoo site (i)māsu.
3. **syokudoo de syokuzi suru**
Tanakasan wa / syokudoo de syokuzi site (i)māsu.
4. **sunakku-báa de ocya o nómu**
Tanakasan wa / sunakku-báa de ocya o nónde (i)māsu.

IV. **Kodomo wa / tátte (i)māsu.**

1. **arúku** Kodomo wa / arúite (i)māsu.
2. **benkyoo suru** Kodomo wa / benkyoo site (i)māsu.
3. **asobu** Kodomo wa / asonde (i)māsu.
4. **naku** Kodomo wa / naite (i)māsu.

V. (Answer the following questions.)

1. **Anáta wa / tátte (i)māsu ka.**
 háí Háí / tátte (i)māsu.
 íie Íie / kosikakete (i)māsu.
2. **Anáta wa / náni o site (i)māsu ka.**
 nihongo o benkyoo suru
 Nihongo o benkyoo site (i)māsu.
3. **Dóko de benkyoo site (i)māsu ka.**
 daigaku de Daigaku de benkyoo site (i)māsu.

C. Pattern Practice (Translation):

I. I am standing.

- | | |
|-------------|----------------|
| 1. to sit | I am sitting. |
| 2. to work | I am working. |
| 3. to study | I am studying. |
| 4. to walk | I am walking. |

II. Taro is writing a letter.

- | | |
|--------------------------|--------------------------------|
| 1. to drink tea | Taro is drinking tea. |
| 2. to telephone | Taro is telephoning. |
| 3. to study English | Taro is studying English. |
| 4. to read the newspaper | Taro is reading the newspaper. |

III. Mr. Tanaka is teaching at a university.

- | | |
|----------------------------------|--|
| 1. to work at a company | Mr. Tanaka is working at a company. |
| 2. to study in the library | Mr. Tanaka is studying in the library. |
| 3. to eat in the dining hall | Mr. Tanaka is eating in the dining hall. |
| 4. to drink tea at the snack bar | Mr. Tanaka is drinking tea at the snack bar. |

IV. The children are standing.

- | | |
|-------------|----------------------------|
| 1. to walk | The children are walking. |
| 2. to study | The children are studying. |
| 3. to play | The children are playing. |
| 4. to cry | The children are crying. |

V.

- | | |
|----------------------------|---------------------------|
| 1. Are you standing? | |
| yes | Yes, I am standing. |
| no | No, I am sitting. |
| 2. What are you doing? | |
| to study Japanese | I am studying Japanese. |
| 3. Where are you studying? | |
| at college | I am studying at college. |

D. Conversation:

1. Anáta wa / ima náni o sīte (i)māsu ka.
2. Hón o yōnde (i)māsu.
3. Nán no hōn desu ka.
4. Kéezai no hōn desu.
5. Omosirói desu ka.
6. Omosirói desu ga / muzukasii desu.
7. Okáasan wa / náni o sīte (i)māsu ka.
8. Tábuñ / daidokoro de ryóori sīte (i)māsu.
9. Otóosan wa / náni o sīte (i)māsu ka.
10. Máda / kaisya de hataraitte (i)māsu.

Conversation—Informal (two girls):

1. Anáta / ima náni sīterū no?
2. Hón / yōnderu no.
3. Nán no hōn?
4. Kéezai no hōn yó.
5. Omosirói?
6. Omosirói kedo / muzukasii wá.
7. Okáasan wa / náni sīteru?
8. Tábuñ / daidokoro de oryóori sīteru wá.
9. Otóosan wa / náni sīteru?
10. Máda / kaisya de hataraiteru wá.

D. Conversation (English Key):

1. What are you doing now?
2. I'm reading a book.
3. What book is it?
4. It's a book on economics.
5. Is it interesting?
6. It's interesting, but difficult.
7. What is your mother doing?
8. She is probably in the kitchen cooking.
9. What is your father doing?
10. He is still working at the office.

E. Reading and Writing:

私は勉強しています。作文を書いています。

あなたは新聞を読んでいます。

お母さんは何をしていますか。

台所で料理しています。

お父さんはまだ会社で働いています。

私達はもうすぐ食事します。

- | | | | |
|-----|------|-----|------------------|
| 勉 強 | 105. | [強] | <u>benkyoo</u> |
| 作 文 | 106. | [作] | <u>sakubun</u> |
| 書 く | 107. | [書] | <u>kaku</u> |
| 新 聞 | 108. | [聞] | <u>sinbun</u> |
| 台 所 | 109. | [台] | <u>daidokoro</u> |
| | 110. | [所] | <u>daidokoro</u> |
| 料 理 | 111. | [料] | <u>ryoori</u> |
| | 112. | [理] | <u>ryoori</u> |
| 会 社 | 113. | [社] | <u>kaisya</u> |
| 働 く | 114. | [働] | <u>hataraku</u> |
| 食 事 | 115. | [事] | <u>syokuzi</u> |

E. Reading (Transcription in Romaji):

Watakusi wa benkyoo site imasu. Sakubun o kaite imasu.

Anata wa sinbun o yonde imasu.

Okaasan wa nani o site imasu ka.

Daidokoro de ryoori site imasu.

Otoosan wa mada kaisya de hataraitte imasu.

Watakusitaci wa moosugu syokuzi simasu.

Reading (Translation):

I am studying. I am writing a composition.

You are reading a newspaper.

What is your mother doing?

She is in the kitchen cooking.

Father is still working at the office.

We will be having dinner soon.

LESSON 15

A. Patterns: _____ wa _____ ga Predicate

1 wa 2 ga 3

N. wa N. ga	$\left\{ \begin{array}{l} \text{A.} \\ \text{A.N. + P.} \\ \text{C.N. + P.} \\ \text{V. (i.v.)} \end{array} \right.$
-------------	--

Examples:

1. **Kázuko wa / mé ga ookii desu.**
"Kazuko has large eyes." (Cf. Grammar 4)
2. **Kázuko wa / mé ga kiree desu.**
"Kazuko has beautiful eyes."
3. **Tanakasan wa / ókusan ga byooki desu.**
"Mr. Tanaka's wife is sick."
4. **Tanakasan wa / eego ga wakarimásu.**
"Mr. Tanaka understands English."

Grammar:

1. Slot 1 is filled by any noun except adjectival nouns and interrogative nouns.

Slot 2 is filled by any noun except A.N.

Slot 3 is usually filled by adjectives (Cf. Example 1), or by,

- a. A.N. + **desu / da** (Example 2)
 - b. C.N. + **desu / da** (Example 3)
 - c. V.(i.v.) (Example 4)
2. _____ **wa** is the subject or the topic of the sentence; that is, what is being talked about.
 3. _____ **ga** is the modifier of Slot 3.
 4. Translation of this pattern might be,
 - a. As for Slot 1, Slot 2 is Slot 3. (Example 1)
"As for Kazuko, her eyes are large."
 - b. Slot 1 is Slot 3 in terms of Slot 2.
"Kazuko's eyes are large."
 - c. Slot 1's Slot 2 is Slot 3.
"Kazuko's eyes are large."

However, Slot 2 is often translated as the object.

"Kazuko has large eyes."

This is especially true when Slot 3 is filled by an intransitive verb.

5. Between an adjective and **desu no/n** is very often used, especially when an explanation or a reason is being given.

..... ookii no/N desu.

B. Vocabulary:

C.N.	atamá	"head"
	há	"tooth"
	háisya	"dentist" (tooth-doctor)
	hima	"(leisure) time"
	isya	"doctor, physician"
	(o)kane	"money"
	kaoiro	"complexion" (face color)
	kusuri	"medicine, drugs"
	mé	"eye"
	mimi	"ear"
	onaka	"stomach"
A.N.	daizyóobu	"all right"
	kirai	"dislike"
	sukí	"like"
	zyoozú	"good at, skillful"
V.N.	kiboo	"hope"
A.	cikái	"near"
	hosíi	"to want, to desire, to wish for"
	ítái	"painful"
V.	dekimásu/dekiru	(w. v.) [i. v.] "to be able to, can"
	wakarimásu/wakáru	(st. v.) [i. v.] "to understand, to comprehend"
Ad.	a(N)mari	(with neg.) "not very" (with affirm.) "too"
	cittómo	(with neg.) "not at all"
C.	kéredomo/démo	"but, however"

Expression

Dóo ka simāsita ka.

"Is something wrong? Did something happen?"

(Cf. Dóo simāsita ka.

"What happened? What's the matter with you?")

Sore wa ikemasén né. "That's too bad."

C. Pattern Practice:

I. Kázuko wa / mé ga ookii desu.

1. warúi Kázuko wa / mé ga warúi desu.
2. cikái Kázuko wa / mé ga cikái desu.
3. tooi Kázuko wa / mé ga tooi desu.
4. kiree Kázuko wa / mé ga kiree desu.

II. Konó hito wa / ókusan ga byooki desu.

1. sensée Konó hito wa / ókusan ga sensée desu.
2. amerikázin Konó hito wa / ókusan ga amerikázin desu.
3. isya Konó hito wa / ókusan ga isya desu.
4. gakusee Konó hito wa / ókusan ga gakusee desu.

III. Yamadasan wa / ókusan ga arimasén.

1. kodomo Yamadasan wa / kodomo ga arimasén.
2. okane Yamadasan wa / okane ga arimasén.
3. génki Yamadasan wa / génki ga arimasén.
4. kiboo Yamadasan wa / kiboo ga arimasén.

IV. Suzukisan wa / eego ga wakarimásu.

1. zyoozú Suzukisan wa / eego ga zyoozú desu.
2. dekiru Suzukisan wa / eego ga dekimásu.
3. sukí Suzukisan wa / eego ga sukí desu.
4. kirai Suzukisan wa / eego ga kirai desu.

V. Watakusi wa / atamá ga itái desu.

1. onaka Watakusi wa / onaka ga itái desu.
2. mé Watakusi wa / mé ga itái desu.
3. mimí Watakusi wa / mimí ga itái desu.
4. há Watakusi wa / há ga itái desu.

VI. Watakusi wa / onaka ga itái desu.

1. há ga itái Watakusi wa / há ga itái desu.
2. kodomo ga hosii Watakusi wa / kodomo ga hosii desu.
3. ocya ga hosii Watakusi wa / ocya ga hosii desu.
4. okane ga hosii Watakusi wa / okane ga hosii desu.

VII. Tároo wa / atamá ga itái desu.

(Answer the following questions.)

1. Dáre ga atamá ga itái desu ka. Tároo ga (atamá ga) itái desu.

C. Pattern Practice (Translation):

I. Kazuko's eyes are large.

- | | |
|-----------|---------------------------|
| 1. bad | Kazuko's eyes are bad. |
| 2. near | Kazuko is near-sighted. |
| 3. far | Kazuko is far-sighted. |
| 4. pretty | Kazuko's eyes are pretty. |

II. This man's wife is sick.

- | | |
|-------------|---------------------------------|
| 1. teacher | This man's wife is a teacher. |
| 2. American | This man's wife is an American. |
| 3. doctor | This man's wife is a doctor. |
| 4. student | This man's wife is a student. |

III. Mr. Yamada doesn't have a wife.

- | | |
|-----------|---------------------------------------|
| 1. child | Mr. Yamada doesn't have any children. |
| 2. money | Mr. Yamada doesn't have any money. |
| 3. energy | Mr. Yamada doesn't have any energy. |
| 4. hope | Mr. Yamada doesn't have any hopes. |

IV. Mr. Suzuki understands English.

- | | |
|--------------|--------------------------------|
| 1. good at | Mr. Suzuki is good at English. |
| 2. can speak | Mr. Suzuki can speak English. |
| 3. likes | Mr. Suzuki likes English. |
| 4. dislikes | Mr. Suzuki dislikes English. |

V. I have a headache.

- | | |
|------------|------------------------|
| 1. stomach | I have a stomach ache. |
| 2. eye | My eyes hurt. |
| 3. ear | I have an ear ache. |
| 4. tooth | I have a toothache. |

VI. I have a stomach ache.

- | | |
|--------------------|------------------------|
| 1. toothache | I have a toothache. |
| 2. to want a child | I want a child. |
| 3. to want tea | I would like some tea. |
| 4. to want money | I want some money. |

VII. Taro's head hurts.

- | | |
|----------------------|--------------------|
| 1. Whose head hurts? | Taro's head hurts. |
|----------------------|--------------------|

2. Tároo wa dóko ga itái desu ka. Atamá ga itái desu.
3. Tároo wa dóo sitā n desu ka. Atamá ga itái n desu.

VIII. 1. Anáta wa / nihongo ga wakarimásu ka.

Hái / sukósi wakarimásu.
 Hái / yóku wakarimásu.
 Iie / yóku wakarimasēn.
 Iie / amari wakarimasēn.
 Iie / cirttómo wakarimasēn.

2. Anáta wa / benkyoo ga sukí desu ka.

Hái / sukí desu.
 Iie / amari sukí zya arimasēn.
 Iie / kirai desu.

D. Conversation:

1. Erizábesusan wa / kaoiro ga warúi desu né. Dóo ka simásita ka.
2. Há ga itái n desu.
3. Sore wa ikemasēn né. Háisya e ikimásita ka.
4. Iie / máda desu.
5. Náze desu ka.
6. Hima ga arimasēn. Kéredomo / kusuri o nomimásita kara / daizyóobu desyoo.
7. Náze / hima ga arimasēn ka.
8. Nihongo no benkyoo ga / xsogasii desu kara.
9. Anáta wa / nihongó ga sukí desu ka.
10. Iie / amari sukí zya arimasēn.

Conversation—Informal (Two girls):

1. Erizábesusan / kaoiro ga warúi wa né. Dóo ka sitā no?
2. Há ga itái no.
3. Sore wa ikenái wa né. Háisya e itta?
4. Uún / máda.
5. Náze?
6. Hima ga náí no. Démo / kusuri o nónda kara / daizyóobu yó.
7. Náze hima ga nái no?
8. Nihongo no benkyoo ga / xsogasii no.
9. Anáta / nihongo ga sukí?
10. Uún / amari sukí zya nái wá.

2. Where does Taro hurt? His head hurts.
3. What's the matter with Taro? His head hurts.

VIII. 1. Do you understand Japanese?

Yes, I understand a little.
Yes, I understand it quite well.
No, I don't understand it very well.
No, I understand very little.
No, I don't understand at all.

2. Do you like to study?

Yes, I do.
No, not very much.
No, I hate it.

D. Conversation (English Key):

1. You (Miss Elizabeth) don't look well. Is something wrong?
2. I have a toothache.
3. That's too bad. Have you gone to the dentist?
4. No, not yet.
5. Why (not)?
6. I have not had time. However, I took some medicine, so I guess I'll be all right.
7. Why haven't you had time?
8. I'm busy studying Japanese.
9. Do you like (to study) Japanese?
10. No, I don't like it very much.

E. Reading and Writing:

私は ともだちが たくさん 居ます。

* 立川さんは その一人です。立川さんは 頭が いい
です。立川さんのお父さんは 医者です。元気ですが
少し 耳が とおいです。

青木さんも 私のともだちです。青木さんは 英語
が よく 出来ます。おくさんが アメリカ人です
から。おくさんは 目が きれいです。おくさんは 日
本語が 少し 分かります。おくさんの名前は エリ
ザベスです。

とおい tooi The long [o] sound is usually represented by the
kana う following that which represents the short sound,
i.e. お, こ, そ, etc. (e.g.) ありがとう arigatoo
Tooi and ookii are two of a very few exceptions to this
rule.

* Sono whose original meaning is "that" is sometimes used as follows:
Tanakasan to sono kázoku desu.

"(They are) Mr. Tanaka and his family."

Tachikáwasan wa sono hitóri desu.

"Mr. Tachikawa is one of them."

エリザベス [ザ] za ([サ] sa) [ベ] be

頭 116. [頭] atama

医 者 117. [医] isya

118. [者] isya

元 気 119. [元] genki

少 し 120. [少] sukosi

耳 121. [耳] mimi

青 木 122. [青] aoki

出来る 123. [出] dekiru

目 124. [目] me

名 前 125. [名] namae

立 (24) { 立 つ tacu
立 川 tacikawa

分 (59) { 自 分 zibun
分 かる wakaru

E. Reading (Transcription in Romaji):

Watakusi wa tomodaci ga takusan imasu.

Tachikawasan wa sono hitori desu. Tachikawasan wa atama ga ii desu. Tachikawasan no otosan wa isya desu. Genki desu ga sukosi mimi ga tooi desu.

Aokisan mo watakusi no tomodaci desu. Aokisan wa eego ga yoku dekimasu. Okusan ga amerikazin desu kara. Okusan wa me ga kiree desu. Okusan wa nihongo ga sukosi wakarimasu. Okusan no namae wa Elizabeth desu.

Reading (Translation):

I have a lot of friends.

Mr. Tachikawa is one of them. Mr. Tachikawa has a good head. Mr. Tachikawa's father is a doctor. He is well but slightly hard of hearing.

Mr. Aoki is also a friend of mine. Mr. Aoki speaks English quite well. That is because his wife is an American. His wife has beautiful eyes. His wife understands a little Japanese. His wife's name is Elizabeth.

LESSON 16

A. Patterns: Verb with Special Function 2. (Request)

_____ kudasái.

V-te kudasái.

Examples:

Sánzi ni kité kudasái.

“Please come at three.”

Grammar:

1. The V-te form, which is used with **imáshu** / **iru** to indicate action in progress (Cf. L. 14), is also used for requests with **kudasái**.

Kudasái means basically “give me,” but the term connotes an inferior receiving from his superior, so it is inherently a polite form. In this sense it is often translated into English simply as please with the V-te form.

2. **Kudasái** can be replaced by **kure** in the informal style for men, by **cyoodái** for women. Women, however, sometimes use only the V-te form without anything following.

Sánzi ni kité kure. (men)

Sánzi ni kité cyoodái. (women)

Sánzi ni kité. (women)

3. **Kudasái**, **kure** and **cyoodái** by themselves all mean “give (me).” Therefore, the V-te **kudasái** pattern might be translated “give me (the favor of).....” (This point will be discussed in L. 25.)

Bánana o hitócu kudasái. “Give me one banana, please.”

Okane o senen kudasái. “Please give me a thousand yen.”

4. For the negative request V-naide is used instead of the V-te form.

Mádo o akenáide kudasái. “Please don’t open the window.”

5. **-masén ka** added to **kudasái** makes the sentence softer or more polite in much the same way as do negative used in English sentences.

Mádo o akete kudasaimasén ka.

“Won’t you please open the window?”

Mádo o akenáide kudasaimasén ka.

“Won’t you please not open the window?”

(Please don’t open the window.)

B. Vocabulary:

C.N.	akanboo, ákacyan	yoozi	“business”
	“baby”	-zi	“hour” (point of time)
	gózen	“a.m., morning”	

I.N.	nánzi	"what time"		
V.N.	omori	"baby sitter, baby sitting"		
	onégai	"request"		
	osara-árai	"dish washing"		
	syooci	"agreement, acceptance"		
Ad.N.	gógo	"p. m., afternoon"		
	gozencyuu	"all morning"		
	-en	"yen"	-goro	"around"
	-hon	(a classifier for things long and thin such as pens, fingers, rope, etc.)		
	-hun	"minutes"		
	-zíkan	"hour" (length of time)"		
	ícizíkan	íppun	íppon	
	nizíkan	níhun	níhon	
	sanzíkan	sánpun	sánbon	
	yozíkan	yónhun, yónpun	yónhon	
	gozíkan	góhun	gohon	
	rokuzíkan	róppun	róppon	
	sícizíkan	sícihun, nanáhun	sícihon, nanáhon	
	hacizíkan	hacíhun, háppun	hacíhon, háppon	
	kuzíkan	kyúuhun	kyúuhon	
	zyuuzíkan	zíppun	zíppon	
(I.N.)	nanzíkan	nánpun	nánbon)	
	"tens"	"hundreds"	"thousands"	"ten thousands"
	zyúu	*hyaku	sén	ícimán
	nízyuu	*nihyaku	nisén	nimán
	sánzyuu	sánbyaku	sanzén	sanmán
	*sizyuu, } yónzyuu }	yónhyaku	yonsén	yonmán
	*gozyuu	gohyakú	gosén	gomán
	*rokuzyuu	*roppyaku	rokúsén	rokumán
	*sícizyuu, } nanázyuu }	*sícihyaku, } nanáhyaku }	sícisén, } nanasén }	sícimán, } nanamán }
	*hacizyuu	*happyaku	hassén	hacimán
	kyúuzyuu	kyúuhyaku	kyuusén	kyuumán
(I.N.)	nánzyuu	nánbyaku	nanzén	nanmán)

*These words get accented when followed by particles as follows,

sizyúu	hyakú
gozyúu, etc.	nihyakú, etc.

- A.N. kékkoo "fine, good"
- V. akemásh / akeru (w. v.) [t. v.] "to open"
 iimásh / iu (st. v.) [t. v.] "to say"
 kaerimásh / káeru (st. v.) [i. v.] "to come back"
 kuremásh / kureru (w. v.) [t. v.] "to give" (Cf. LL. 24, 25)
 nemurimásh / nemuru (st. v.) [i. v.] "to sleep"
 tecudaimásh / tecudáu (st. v.) [t. v.] "to help, to aid"
 yarimásh / yaru (st. v.) [t. v.] "to give" (Cf. LL. 24, 25)
 yasumimásh / yasúmu (st. v.) [i. v.] "to rest"
- Ad. cyoodo "just, exactly"
 gogyuu "all afternoon"
- C. sorenára / # sonnára "in that case, then"
- Expression kudasái / # cyoodái, kure "give (me)"

C. Pattern Practice:

I. Asita kité kudasái.

1. iku Asita itte kudasái.
2. suru Asita site kudasái.
3. denwa o kakéru Asita denwa o kámete kudasái.
4. yómu Asita yónde kudasái.

II. Asátte kónaide kudasái.

1. iku Asátte ikanáide kudasái.
2. suru Asátte sináide kudasái.
3. denwa o kakéru Asátte denwa o kakénaide kudasái.
4. yómu Asátte yománaide kudasái.

III. Watakusi no uci e kimásh. (Change the verb form.)

1. desyoo Watakusi no uci e kúru desyoo.
2. -nái desyoo Watakusi no uci e kónai desyoo.
3. kudasái Watakusi no uci e kité kudasái.
4. -náide kudasái Watakusi no uci e kónaide kudasái.

IV. Denwa o kakemásh.

1. desyoo Denwa o kakéru desyoo.
2. -nái desyoo Denwa o kakénai desyoo.
3. kudasái Denwa o kámete kudasái.
4. -náide kudasái Denwa o kakénaide kudasái.

C. Pattern Practice (Translation):

I. Please come tomorrow.

- | | |
|-------------|--------------------------|
| 1. to go | Please go tomorrow. |
| 2. to do | Please do it tomorrow. |
| 3. to phone | Please phone tomorrow. |
| 4. to read | Please read it tomorrow. |

II. Please don't come the day after tomorrow.

- | | |
|-------------|--|
| 1. to go | Please don't go the day after tomorrow. |
| 2. to do | Please don't do it the day after tomorrow. |
| 3. to phone | Please don't phone the day after tomorrow. |
| 4. to read | Please don't read it the day after tomorrow. |

III. He'll come to my house.

- | | |
|-----------------|--------------------------------------|
| 1. probably | He'll probably come to my house. |
| 2. probably not | He'll probably not come to my house. |
| 3. please | Please come to my house. |
| 4. please don't | Please don't come to my house. |

IV. He will phone.

- | | |
|-----------------|-----------------------------|
| 1. probably | He will probably phone. |
| 2. probably not | He will probably not phone. |
| 3. please | Please phone. |
| 4. please don't | Please don't phone. |

V. Sánzi ni kité kudasaimasēn ka.

- | | |
|----------------------|--------------------------------------|
| 1. iku | Sánzi ni itte kudasaimasēn ka. |
| 2. denwa suru | Sánzi ni denwa site kudasaimasēn ka. |
| 3. tecudáu | Sánzi ni tecudatte kudasaimasēn ka. |
| 4. káeru | Sánzi ni káette kudasaimasēn ka. |

VI. Osara-árai o onegai simásu.

- | | |
|----------------------------|-----------------------------------|
| 1. akanboo no omori | Akanboo no omori o onegai simásu. |
| 2. sentaku | Sentaku o onegai simásu. |
| 3. soozi | Soozi o onegai simásu. |
| 4. yoyaku | Yoyaku o onegai simásu. |

D. Conversation:

1. Anáta wa / asíta no gógo / hima desu ka.
2. Háí / hima desu ga.
3. Sóo desu ka. Déwa / sukósi tecudatte kudasaimasēn ka.
4. Háí / syooči simásíta. Náni o simasyōo ka.
5. Akanboo no omori o site kudasái. Osara-árai mo onegai simásu.
6. Nánzi ni kimasyōo ka.
7. Gógo icízi ni kité kudasái. Watakusi wa / gogyuu dekakemasu kara.
8. Háí / kékkoo desu ga / watakusi wa / gózi ni yoozi ga arimasu.
- *9. Cyoodo ii desu. Watakusi wa / yozihangóro káette kimasu kara.
10. Sorenára kékkoo desu.

Conversation—Informal (two girls):

1. Anáta / asíta no gógo / hima?
2. Ée / hima yó.
3. Sóo? Zya sukósi tecudatte kurenai?
4. Ée / ii wá. Náni o surū no?
5. Akanboo no omori o site cyoodái. Osara-árai mo onegai né.
6. Nánzi ni kimasyōo ka.
7. Gógo icízi ni kité. Atasi / gogyuu dekakerú kara.
8. Kékkoo yó. Démo / gózi ni yoozi ga áru no.
9. Cyoodo ii wá. Atasi / yozihangóro káette kuru kara.
10. Sorenára ii wa yó.

*káette kuru kara. "to come back" Cf. L. 35, A.2 (p. 331)

V. Won't you please come at three?

- | | |
|----------------------|------------------------------------|
| 1. to go | Won't you please go at three. |
| 2. to phone | Won't you please phone at three? |
| 3. to help | Won't you help me at three? |
| 4. to go (come) home | Won't you please go home at three? |

VI. I would like you to wash the dishes for me.

- | | |
|-----------------|--|
| 1. baby sitting | I would like you to baby sit for me. |
| 2. washing | I would like you to do the washing for me. |
| 3. cleaning | I would like you to do the cleaning for me. |
| 4. reservation | I would like you to make a reservation for me. |

D. Conversation (English Key):

1. Are you free tomorrow afternoon?
2. Yes, I'm free, (but.....).
3. Are you? Then, won't you help me a little?
4. Certainly, I will. What can I do?
5. I'd like you to baby sit (for me). And to wash the dishes, too, if you would.
6. What time shall I come?
7. Please come at one. I'll be away all afternoon.
8. All right. But I have an appointment at five.
9. Fine, because I'll be coming back around four-thirty.
10. In that case, it'll be all right.

E. Reading and Writing:

あした おひまですか。

午前中 用事がありますが、午後は ひまです。

丁度 いいです。もでは 午後 手伝って下さいませ
んか。赤んぼうのお守りを して下さい。おさらあら
いも おねがいします。一時から四時半まで 家に 居
て下さい。私は 午後中 出かけます。三時十五分
に 赤んぼうに ミルクを やって下さい。赤んぼうは
すぐ ねむりますから、どうぞ 少し 休んで下さい。
テレビを 見て下さい。

午 前	126. [午]	gozen
用 事	127. [用]	yoozi
丁 度	128. [丁]	cyoodo
	129. [度]	cyoodo
手 伝 う	130. [手]	tecudau
	131. [伝]	tecudau
赤んぼう	132. [赤]	akanboo
四時半	133. [半]	yozihan

前 (91)	{ 前	mae
	{ 午 前	gozen
後 (94)	{ 後 ろ	usiro
	{ 午 後	gogo
下 (89)	{ 下	sita
	{ 下さい	kudasai
中 (9)	{ 中 国	cyuugoku
	{ 中	naka
	{ 午後中	gogozuyu
分 (59)	{ 自 分	zibun
	{ 分かる	wakaru
	{ 十五分	zyuugohun

E. Reading (Transcription in Romaji):

Asita ohima desu ka.

Gozencyuu yoozi ga arimasu ga gogo wa hima desu.

Cyoodo ii desu. Dewa gogo tecudatte kudasaimasen ka. Akanboo no omori o site kudasai. Osara-arai mo onegai simasu. Icizi kara yozihan made uci ni ite kudasai. Watakusi wa gogozyuu dekakemasu. Sanzi-zyuugohun ni akanboo ni miruku o yatte kudasai. Akanboo wa sugu nemurimasu kara doozo sukosi yasunde kudasai. Terebi o mite kudasai.

Reading (Translation):

Are you free tomorrow?

I have some business in the morning, but I will be free in the afternoon.

That will be just fine. Won't you help me a little in the afternoon, then? I would like you to baby sit for me. And to wash some dishes, too, if you would. Please plan to be at my house from one to four-thirty. I'll be out all afternoon. Please give the baby its bottle at three-fifteen. The baby will go to sleep right away, so please rest a while. Please watch the television if you like.

LESSON 17

A. Patterns: Connector

____ (Modifier) Pred.

Connector (Modifier) Pred.

Examples:

1. (**Kore wa hón desu ka.**) ("Is this a book?")
Hái / sóo desu. "Yes, that's right."
2. (**Watakushi wa Ginza e ikimásita.**) ("I went to the Ginza.")
Sosite / kaimono o simásita. "Then I did some shopping."
3. (**Watakushi wa kaimono o simásita.**) ("I did some shopping.")
Sono áto de / syokuzi simásita. "After that, I ate."

Grammar:

1. It is possible for a sentence to consist of only a predicate.
2. A predicate can be preceded by a modifier and / or by a connector.
3. This slot (connector) is filled by,
 - a. a conjunctive (Examples 1 & 2)
 - b. a group of words (Example 3). **sono áto de**
 (Pren.) (N.) (P.)
4. A connector usually falls at the beginning of a sentence, but is not closely related to the sentence. It connects the sentence it introduces with the previous sentence (or non-verbal action).
5. Connectors are grouped as follows:

a. responses	e. g. hái "yes"
	ie "no"
b. conjunctions	sosite "and"
	sikási "but"
c. attention-getters	ano(o) "hello"
d. exclamations	ára "oh!" (surprised)
e. a summary of the previous statement	sore wa "that is....."

B. Vocabulary:

C. (According to the order in Grammar 5.)

- (a) **hái / háa / ée / # ún** "yes"
- ie / ie / # íya / # uún** "no"
- sáa** "well, let me see"
- (b) **sikási, keredomo / kéredo / dákedo / # kédó, démo**
- sorewasóoto** "by the way" "but, however"

	soredéwa, déwa / sorezya, #zya	“then, in that case”
	sorekara	“and then, after that”
	so(o)site / #site	“and then”
	suruto, soosuruto, soosuréba	“then, in that case”
(c)	ano(o), cyótto, mósimosi	“hello, say”
	#ói, kóra (by men)	“hey” (not recommended for use by beginning students. Unskilled usage may cause offense.)
(d)	máa, ára (by women)	“oh! my!” (surprise or
	óya, oya	“oh! my!” [disgust]
C.N.	áto	“after”
	byoonín	“sick person, patient”
	éki	“station”
	hanáya	“flower shop”
	hikóoki	“airplane”
	kitaguci	“north gate, north entrance or exit”
	kudámono	“fruit”
	kudamonóya	“fruit store”
	-máe	“in front of”
	minamiguci	“south gate, south entrance or exit”
	misé	“store”
	monó	“things, goods”
	(zyuugohun)-oki	“every (15 minutes)”
	suupaa-máaketto	“supermarket”
	tonari	“next, neighbor”
	-yuki	“a train or bus bound for”
A.N.	bénri	“convenient”
V.	cigaimásu / cigau (st. v.) [i. v.]	“to be wrong, to be untrue” (This is also widely used as a negative response, interchangeably with sóo zya arimasén .)
	naorimásu / naóru (st. v.) [i. v.]	“to recover, to get well”
	norimásu / noru (st. v.) [i. v.]	“to get on, to get aboard, to ride”
	sumimasén / sumánai	“to be sorry” (This is used only in the negative form.)
	tomarimásu / tomaru (st. v.) [i. v.]	“to stop”
Ad.	donogurai, donokurai	“(about) how much” (distance, length, frequency)

C. Pattern Practice:

I. Takayamasan wa / isya désu ka.

- | | |
|----------|---|
| 1. hái | Hái / sóo desu. |
| 2. iie | Iie / sóo zya arimasén.
Iie / cigaimásu. |
| 3. sáa | Sáa / wakarimasén. |
| 4. tábun | Tábun sóo desyoo. |

II. Kore wa / ginkoo désu ka.

- | | |
|----------|---|
| 1. hái | Hái / sóo desu. |
| 2. iie | Iie / sóo zya arimasén.
Iie / cigaimásu. |
| 3. sáa | Sáa / wakarimasén. |
| 4. tábun | Tábun sóo desyoo. |

III. Takayamasan wa / Amerika e ikimásita ka.

- | | |
|----------|------------------------|
| 1. hái | Hái / ikimásita. |
| 2. iie | Iie / ikimaséendesita. |
| 3. sáa | Sáa / wakarimasén. |
| 4. tábun | Tábun itta desyoo. |

IV.

- | | |
|---------------------------------------|------------------------------------|
| 1. Gakusee wa / tosyókan e ikimásita. | |
| sosite benkyoo suru | Sosite / benkyoo simásita. |
| kéredomo | Kéredomo / benkyoo simaséendesita. |
| 2. Gakusee wa / hón o akemásita. | |
| sosite hón o yómu | Sosite / hón o yomimásita. |
| kéredomo | Kéredomo / hón o yomimaséendesita. |
| 3. Gakusee wa / syokudoo e ikimásita. | |
| sosite syokuzi suru | Sosite / syokuzi simásita. |
| kéredomo | Kéredomo / syokuzi simaséendesita. |
| 4. Byoonin wa / kusuri o nomimásita. | |
| sosite naóru | Sosite / naorimásita. |
| kéredomo | Kéredomo / naorimaséendesita. |

C. Pattern Practice (Translation):

I. Is Mr. Takayama a doctor?

- | | |
|-------------|------------------------------------|
| 1. yes | Yes, he is. |
| 2. no | No, he isn't. |
| | No, he isn't. (No, it's not true.) |
| 3. well | Well, I really don't know. |
| 4. probably | I think he is. |

II. Is this a bank?

- | | |
|-------------|------------------------------------|
| 1. yes | Yes, it is. |
| 2. no | No, it isn't. |
| | No, it isn't. (No, it's not true.) |
| 3. well | Well, I really don't know. |
| 4. probably | Probably so. |

III. Did Mr. Takayama go to America?

- | | |
|-------------|----------------------------|
| 1. yes | Yes, he did. |
| 2. no | No, he didn't. |
| 3. well | Well, I really don't know. |
| 4. probably | I think he must have. |

IV.

1. The student went to the library.
and study (The student went to the library)and studied.
but (The student went to the library)but didn't study.
2. The student opened a book.
and read a book (The student opened a book)and read.
but (The student opened a book)but didn't read.
3. The student went to the dining hall.
and eat (The student went to the dining hall)and ate.
but (The student went to the dining hall)but didn't eat.
4. The sick man took some medicine.
and recover (The sick man took some medicine)and recovered.
but (The sick man took some medicine)but didn't recover.

D. Conversation:

1. Ano(o) / sumimasen ga / ICU wa / dōo ikimasu ka.
2. Kono densya de Mitaka e ikimasu.
3. Sorekara / dōo simasu ka.
4. Minamiguci e dēte kudasai. Sosite / ICU-yuki no bāsu ni norimasu. Sono bāsu ga ICU-mae de tomarimasu.
5. Mitakā-eki kara ICU made / bāsu de donogurai kakarimasu ka.
6. Zyūgohun-gurai kakarimasu.
7. Bāsu wa / donogurai dēte (i)masu ka.
8. Sāa / yōku wakarimasen ga / tābun nizzippun-oki-gurai desyoo.

Conversation—Informal (two girls):

1. Ano(o) / ICU wa / dōo ikū no?
2. Kono densya de Mitaka e ikū no yō.
3. Sorekara / dōo suru no?
4. Minamiguci e dēte / ICU-yuki no bāsu ni norū no. Sono bāsu ga ICU-mae de tomaru wā.
5. Mitakā-eki kara ICU made / bāsu de donogurai kakāru?
6. Zyūgohun-gurai né.
7. Bāsu wa / donogurai déteru no?
8. Sāa / yōku wakannai kedo / tābun nizzippun-oki-gurai yō.

D. Conversation (English Key):

1. Excuse me but will you tell us how to get to ICU?
2. Take this train to Mitaka.
3. Then what should we do?
4. Go out the south exit. Then, take the bus for ICU.
That bus stops in front of ICU.
5. How long does it take from Mitaka to ICU by bus?
6. It takes about 15 minutes.
7. How often do the buses run?
8. Well, I'm not too sure, but probably about every 20 minutes.

E. Reading and Writing:

国際^{キリスト}基督教大学へは どう 行きますか。

三^{たか}鷹駅まで 中央線で 行きます。駅の南口から バスに のります。大学前で 下ります。

駅のそばに 銀行が あります。そのとなりに 果^{くだ}物屋が あります。その前に 花屋が あります。

駅の北口のそばに 大きな スーパー・マーケットが あります。このみせは 大変 便利です。物が たくさん ありますから。私は 大てい ここで 買物を します。

スーパー・マーケット [ケ] ke

国 際 134. [際] kokusai

三^{たか}鷹駅 135. [駅] mitakaeki

南 口 136. [口] minamiguci

銀 行 137. [銀] ginkoo

果^{くだ}物屋 138. [物] kudamonoya

139. [屋] kudamonoya

便 利 140. [便] benri

141. [利] benri

三	{	三	<u>san</u>
		つ	<u>mitcu</u>
		三 ^{たか} 鷹	<u>mitaka</u>
南 (28)	{	南 米	<u>nanbee</u>
		南 口	<u>minamiguci</u>
北 (75)	{	北海道	<u>hokkaidoo</u>
		北 口	<u>kitaguci</u>
買 (30)	{	買 う	<u>kau</u>
		買 物	<u>kaimono</u>

E. Reading (Transcription in Romaji):

Kokusai Kirisutokyoo Daigaku e wa doo ikimasu ka.

Mitaka-eki made cyuuuosen de ikimasu. Eki no minamiguci kara basu ni norimasu. Daigaku-mae de orimasu.

Eki no soba ni ginkoo ga arimasu. Sono tonari ni kudamonoya ga arimasu. Sono mae ni hanaya ga arimasu.

Eki no kitaguci no soba ni ookina suupaa-maaketto ga arimasu. Kono mise wa taihen benri desu. Mono ga takusan arimasu kara. Watakusi wa taitee koko de kaimono o simasu.

Reading (Translation):

How can I get to ICU?

You take the Chuo Line as far as Mitaka Station. You go out the south exit and board a bus. You get off in front of the university.

There is a bank near the station. Next to that there is a fruit store. In front of that is a flower shop.

There is a big supermarket near the north entrance of the station. This store is very convenient because it has many products. I usually do my shopping here.

LESSON 18

A. Patterns: Noun-group

N. ____ N. (____)

1. N. to N. (to) + P.	" ____ and ____ "
2. N., N., N. + P.	" ____, ____, and ____ "
3. N. ya N. + P.	" ____ and/or ____ "
4. N. ka N. (ka) + P.	" (either) ____ or ____ "
5. N. mo N. mo	" both ____ and ____ "
6. N. mo N. mo + neg.	" neither ____ nor ____ "
7. N. démo N. démo	" either ____ or ____ "
8. N. démo N. démo + neg.	" neither ____ nor ____ "

Examples:

1. **Zassî to sinbun (tô) ga arimâsu.**
"There is a magazine and a newspaper."
2. **Zassi, sinbun, zîsyo ga arimâsu.**
"There is a magazine, a newspaper, and a dictionary."
3. **Zassi ya sinbun ga arimâsu.**
"There is a magazine and a newspaper (among other things)."
4. **Zassî ka sinbun (ká) ga arimâsu.**
"There is a magazine or a newspaper."
5. **Zassi mo sinbun mo arimâsu.**
"There are both a magazine and a newspaper."
6. **Zassi mo sinbun mo arimasén.**
"There is neither a magazine nor a newspaper."
7. **Zassi démo sinbun démo îi desu.**
"Either a magazine or a newspaper is fine."
8. **Zassi démo sinbun démo arimasén.**
"This is neither a magazine nor a newspaper."

Grammar:

1. These patterns show how to make noun-groups. The slots are filled by particles.
2. Noun-groups can be used to fill the slots filled by single nouns.
3. **Ya** is more ambiguous than **to** or **ka**. It means,
 - a. N. and N.
 - b. N. or N.
 - c. N. and N. among other things.
4. Please pay special attention to the difference between examples 6 and 8, especially when they appear with **arimasén**.

_____ **mo** _____ **mo arimasén.**
 “There is neither _____ nor _____.”
 _____ **demo** _____ **demo arimasén.**
 “It is neither _____ nor _____.”

5. **To** is also used for comparison.

a. _____ **to** _____ **to dótci ga** (comparing two)

Amerika to Nihón to / dótci ga ookii desu ka.

“Which is larger, America or Japan?”

Amerika to Nihón to kurabete kudasāi.

“Please compare America and Japan.”

b. _____ **to** _____ **to** _____ **to / dóre ga iciban**
 (comparing more than two)

Amerika to Nihón to Igrisu to / dóre ga iciban ookii desu ka.

“Which is largest, America, Japan, or England?”

Amerika to Nihón to Igrisu o kurabete kudasāi.

“Please compare America, Japan, and England.”

The last **to** can be followed or replaced by other particles.

(_____ **to**) _____ **to** _____ (**to**) **wa**

(_____ **to**) _____ **to** _____ (**to**) **o**

The answers to the above questions are as follows:

a. **Amerika no hoo ga ookii desu.**

“America is larger.” (comparing two)

b. **Amerika ga iciban ookii desu.**

“America is the largest.” (comparing more than two)

6. Instead of **ka** (Example 4) **matáwa** or **arúwa** can be used.

7. Instead of **ya** (Example 3) _____ **nari** _____ (**nari**) + P., or
 _____ **dano** _____ (**dano**) + P. can be used.

8. **To** (Example 1) and **ka** (Example 4) can be repeated as follows:
 (When they are repeated the particle following can be omitted.)

Zassì {to / ka} sinbun ga arimásu.

Zassì {to / ka} sinbun {to / ka} (ga) arimásu.

B. Vocabulary:

C.N.	bátaa	“butter”	séebu	“western part”
	hoo	“side” (always modified)	seebúgekì	“cowboy movie, western play”
	kankokúzin	“Korean people”		
	(o) kási	“sweets, cake, candy, cookies, etc.”	seezi	“political science”
	kéezai	“economy”	sibai	“play, drama”

koocya	"black tea"	syakáigaku	"sociology"
pán	"bread"	zassi	"magazine"
osattoo, satóo	"sugar"	zyámu	"jam"
V.	iremáshu / ireru (w.v.) [t.v.]	"to put in, to pour"	
	kurabemáshu/kuraberu (w.v.) [t.v.]	"to compare"	
V.N.	basukétto	"basketball"	
	senkoo	"major, (field of study)"	
	ténishu	"tennis"	
Ad.	iciban	"most"	
C.	arúwa	"or"	matáwa "or"

Expression

Gocisoosama (désita). "Thank you (for the food or refreshment)."
(Used after eating or drinking.)

Itadakimáshu. / # Itadaku wá.

(Expression used just before beginning to eat.)

Mesiagatte kudasái. / # Mesiagatte né.

"Please have some." (for food)

Moo kékkoo desu. "No more, thank you."

Oagari kudasái. / # Agatte cyoodái.

"Please come in."

Sicúree (ita)simáshu. "Excuse me." (Itasimáshu is more polite than simáshu.)

Yóku irassyaimásita. / # Yóku irásita wa né.

(Expression used for welcoming people.)

C. Pattern Practice:

I. Yuubínkyoku to syokudoo ga arimáshu.

1. mo Yuubínkyoku mo syokudoo mo arimáshu.
2. ka Yuubínkyoku ka syokudoo ga arimáshu.
3. ya Yuubínkyoku ya syokudoo ga arimáshu.
4. mo mo -masen Yuubínkyoku mo syokudoo mo arimasen.

II. Pán to bátaa o kudasái.

1. mo Pán mo bátaa mo kudasái.
2. ka Pán ka bátaa o kudasái.
3. ya Pán ya bátaa o kudasái.

C. Pattern Practice (Translation):

I. There is a post office and a dining hall.

1. both and
 "There are both a post office and a dining hall."
2. or "There is either a post office or a dining hall."
3. and (among others)
 "There are a post office, a dining hall, and so forth."
4. neither nor
 "There is neither a post office nor a dining hall."

II. Please give me some bread and butter.

1. both and "Please give me both bread and butter."
2. or "Please give me bread or butter."
3. and, etc. "Please give me bread and butter (and whatever else you have)."

III. Anó hito wa / amerikázin demo igirisúzin demo arimasēn.

1. sensée isya
Anó hito wa / sensée demo isya démo arimasēn.
2. Tanakasan Suzukisan
Anó hito wa / Tanakasan démo Suzukisan démo arimasēn.
3. kudamonóya hanáya
Anó hito wa / kudamonóya demo hanáya demo arimasēn.
4. nihonzín kankokúzin
Anó hito wa / nihonzín demo kankokúzin demo arimasēn.

IV. Bátaa demo zyámu demo ii desu.

1. sensée isya Sensée demo isya démo ii desu.
2. amerikázin igirisúzin Amerikázin demo igirisúzin demo ii desu.
3. otokó onná Otokó demo onná demo ii desu.
4. koohii koocya Koohii demo koocya démo ii desu.

V. (Change the following sentences using **demo** with negative meaning.)

1. Anó hito wa / amerikázin ka igirisúzin desu.
Anó hito wa / amerikázin demo igirisúzin demo arimasēn.
2. Anó hito wa / sensée ka isya dēsū.
Anó hito wa / sensée demo isya démo arimasēn.
3. Anó hito no senkoo wa / seezi ka kéezai desu.
Anó hito no senkoo wa / seezi démo kéezai demo arimasēn.

VI. (Answer the following questions.)

1. Kamí to pén ga arimāsu ka.
háí Háí / kamí mo pén mo arimāsu.
(háí) (Hái) / kamí wa arimāsu ga / pén wa arimasēn.
iie Iie / kamí mo pén mo arimasēn.
2. Anáta wa / sensée ka gakusee dēsū ka.
háí Háí / gakusee dēsū.
iie Iie / sensée demo gakusee démo arimasēn.
3. Koohii to koocya to / dótci ga ii desu ka.
koohii Koohii no hōo ga ii desu.
docira demo Docira demo ii desu.

III. He is neither an American nor an Englishman.

1. teacher doctor
 “He is neither a teacher nor a doctor.”
2. Mr. Tanaka Mr. Suzuki
 “He is neither Mr. Tanaka nor Mr. Suzuki.”
3. fruit dealer flower seller
 “He is neither a fruit dealer nor a flower seller.”
4. Japanese Korean
 “He is neither a Japanese nor a Korean.”

IV. Either butter or jam will do.

1. teacher doctor
 “Either a teacher or a doctor will do.”
2. American Englishman
 “Either an American or an Englishman will do.”
3. man woman
 “Either a man or a woman will do.”
4. coffee tea
 “Either coffee or tea will do.”

V.

1. He is either an American or an Englishman.
 He is neither an American nor an Englishman.
2. He is either a teacher or a doctor.
 He is neither a teacher nor a doctor.
3. His major is either political science or economics.
 His major is neither political science nor economics.

VI.

1. Do you have paper and pen?
 yes Yes, I have both paper and pen.
 (yes) (Yes,) I have paper but I don't have a pen.

 no No, I have neither paper nor pen.
2. Are you either a teacher or a student?
 yes Yes, I am a student.
 no No, I am neither a teacher nor a student.”
3. Which would you prefer, coffee or tea?
 coffee I prefer coffee.
 either Either would be fine.

4. **Koohii to koocya to míruku to / dóre ga ii desu ka.**
míruku Míruku ga ii desu.
dore demo Dore demo ii desu.
koohii ka koocya Koohii ka koocya ga ii desu.
5. **Osatoo ya míruku ga irimāsu ka.**
osatoo Osatoo o kudasái. (Osatoo o onegai si-
 māsú.)
osatoo mo míruku mo Osatoo mo míruku mo kudasái.
nani mo Nani mo irimasén.
osatoo mo míruku mo (with neg.)
 Osatoo mo míruku mo irimasén.

D. Conversation:

1. Yóku irassyaimāsita. Dóozo oagari kudasái.
2. Aríгато gozaimāsu. Déwa / sícúree itasimāsu.
3. Kyóo wa samúi desu né. Ocyá wa ikága desu ka.
4. Kékkoo desu né. Itadakimāsu.
5. Koocya to koohii to / dócira ga ii desu ka.
6. Koohii no hōo ga ii desu. (or) Docira demo ii desu.
7. Osatoo ya míruku ga irimāsu ka.
8. Osatoo mo míruku mo irimasén. (or) Osatoo o onegai simāsu.
9. Okási mo dōozo takusan mesiagatte kudasái.
10. Aríгато gozaimāsu. Itadakimāsu.
11. Moo hitócu ikága desu ka.
12. Moo kékkoo desu. Gocísoosama (désita).

Conversation—Informal (two girls):

1. Yóku irāsita wa né. Dóozo agatte cyoodái.
2. Aríгато. Zya / sícúree suru wá.
3. Kyóo wa samúi no né. Ocyá wa ikága?
4. Kékkoo né. Itadaku wá.
5. Koocya to koohii to / dótcí ga ii?
6. Koohii no hōo ga ii wá. (or) Dotci demo ii wá.
7. Osatoo ya míruku ga iru?
8. Osatoo mo míruku mo iranāi wá. (or) Osatoo o onegai.
9. Okási mo dōozo takusan mesiagatte né.
10. Aríгато. Itadaku wá.
11. Moo hitócu ikága?
12. Moo kékkoo yó. Gocísoosama.

4. Which would you like, coffee, tea, or milk?
 milk I prefer milk.
 any Anything would be fine.
 coffee or tea I would prefer either coffee or tea.
5. Do you take sugar or cream?
 sugar Sugar, please.
 both sugar and cream Both sugar and cream, please.
 nothing I need nothing.
 neither I take neither sugar nor cream.

D. Conversation (English Key):

1. It's very nice that you came. Please come in.
2. Thank you very much. I will. (lit., "Then, excuse me.")
3. It's cold today, isn't it? How about some tea?
4. Thank you. I'll have some.
5. Which do you prefer, tea or coffee?
6. I prefer coffee. (or) Either would be fine.
7. Do you take sugar or cream?
8. I take neither sugar nor cream. (or) Sugar please.
9. Have some cookies, too. Please have all you like. (lit., "Please eat a lot.")
10. Thank you. I'll have some.
11. How about another?
12. No more, thank you. It was very good.

E. Reading and Writing:

東さんは 医者でも先生でも ありません。東京大学の学生です。

東さんのせんこうは 政治でも経済でも ありません。社会学です。

東さんは 運動が 好きです。毎日 テニスかバスケットを します。どちらも 上手です。運動の^{あと}後で 大てい スナック・バーで こうちやを のみます。おさ*とうもミルクも 入れません。それから 家に帰って新聞を 読みます。朝日新聞と毎日新聞を 読みます。

土曜の午後は 大てい^{げき} 上野で 映画やしばいを見ます。東さんは 西部劇は あまり 好きじゃ ありません。

政 治 142. [政] seezi

143. [治] seezi

経 済 144. [経] keezai

145. [済] keezai

好 き 146. [好] suki

帰 る 147. [帰] kaeru

映 画 148. [映] eega

149. [画] eega

西部劇^{げき} 150. [西] seebugeki

151. [部] seebugeki

東 (25) { 東 京 tookyoo
東 higasi

上 (88) { 上 ue
上 手 zyoozu

入 (50) { 入 学 nyuugaku
入 れる ireru

* 家に帰って... “go home and...” Cf. L. 21, A. 2 (p. 173)

E. Reading (Transcription in Romaji):

Higasisan wa isya demo sensee demo arimasen. Tookyoo-daigaku no gakusee desu.

Higasisan no senkoo wa seezi demo keezai demo arimasen. Sya-kaigaku desu.

Higasisan wa undoo ga suki desu. Mainici tenisu ka basuketto o simasu. Docira mo zyoozu desu. Undoo no ato de taitee sunakku-baa de koocya o nomimasu. Osatoo mo miruku mo iremasen. Sorekara uci ni kaette sinbun o yomimasu. Asahisinbun to Mainici-sinbun o yomimasu.

Doyoo no gogo wa taitee Ueno de eega ya sibai o mimasu. Higasisan wa seebugeki wa amari suki zya arimasen.

Reading (Translation):

Mr. Higashi is neither a doctor nor a teacher. He is a student at Tokyo University.

Mr. Higashi's major is neither political science nor economics. It's sociology.

Mr. Higashi likes sports. He plays tennis or basketball every day. He is good at both. After that he usually has a cup of tea at the snack bar. He takes neither sugar nor cream. After that he goes home and reads the newspapers. He reads the Asahi and the Mainichi newspapers.

On Saturday afternoon he usually goes to see a movie or a play in Ueno. Mr. Higashi doesn't particularly care for cowboy movies.

LESSON 19

A. Patterns: Verb Form 1. [-tai, -(ra)reru, -(sa)seru]

1. V-tai
2. V-(ra)reru
3. V-(sa)seru

Examples:

1. **Okási o tabetāi desu.** "I want to eat a (piece of) cake."
2. **(Tomodaci ni) okási o taberaremāsita.**
 "My cake was eaten by a friend."
 (A friend ate my cake.)
3. **Kodomo ni okási o tabesasemāsita.**
 "I gave a (piece of) cake to the child."
 (I had the child eat the cake.)

Grammar:

1. The first example shows desire of the first person, (I) want to V. This is sometimes called the desiderative form. However, we will simply call it the V-tai form. -tai is added to the verb base-form, which is used with másu, as follows:

(w. v.)	<u>tabemásu</u> /tabéru	<u>tabetái</u>	(accented)
	<u>osiemásu</u> /osieru	<u>osietai</u>	(unaccented)
(st. v.)	<u>kakimásu</u> /kákū	<u>kakitái</u>	(accented)
	<u>nakimásu</u> /naku	<u>nakitai</u>	(unaccented)
(irr. v.)	<u>kimásu</u> /kúru	<u>kitái</u>	(accented)
	<u>simásu</u> /suru	<u>sítai</u>	(unaccented)

Okási o tabetái desu is often replaced by **Okási ga tabetái desu**.

2. The second example shows the form which is used to express passivity.
 - a) Same usage as in the passive in English, having the original object as the subject for the passive sentence. This usage has become popular perhaps because of the influence of English. (Cf. Pattern Practice II & III)

Gakusee wa sensée ni sikararemāsita.

"The student was scolded by the teacher."

(From: **Sensée wa gakusee o sikarimasita.**

"The teacher scolded the student.")

Sátoosan wa syūsyoo ni erabaremāsita.

"Mr. Sato was elected Prime Minister."

(From: — **wa Sátoosan o syūsyoo ni erabimasita.**

“They elected Mr. Sato Prime Minister.” *sitive verbs.*
 The passive sentence can have an inanimate subject especially without the agent.

Kono hōn wa yōku yomārete (i)māsu.

“This book is widely read.”

To wa kūzi ni akeraremāsu.

“The door will be opened at nine.”

b) Another difference from the passive in English, is in having an extra person in addition to the original subject (and object), who is
 (to be continued to p.157)

3. The third example is called causative, which indicates compulsion or the having of something done.

Akanboo ni mīruku o nomasemāsu.

“(I) have a baby drink milk.”

Tegami o kakasemāsu.

“(I) have a letter written.”

4. The passive form and the causative form are made as follows:

(w.v.)	<u>tabemāsu</u> /tabēru	tabe-ra-rēru	tabe-sa-sēru	(accented)
	<u>osiemāsu</u> /osieru	osie-ra-reru	osie-sa-seru	(unaccented)
(st.v.)	<u>kakimāsu</u> /kákū	kaka-rēru	kaka-sēru	(accented)
	<u>nakimāsu</u> /naku	naka-reru	naka-seru	(unaccented)
(irr.v.)	<u>kimāsu</u> /kūru	ko-ra-rēru	ko-sa-sēru	(accented)
	<u>simāsu</u> /suru	sa-reru	sa-seru	(unaccented)

5. -tai like -nai follows the i-conjugation, which is used for adjectives.

-tai, -takatta, -taku nai, -taku nākatta

6. -reru or -seru follows the u-conjugation, as weak verbs.

-remāsu/-reru, -reta, -renai, -reyōo, -retai

-semāsu/-seru, -seta, -senai, -seyōo, -setai

7. The causative form and the passive form can be combined:

-se-ra-reru

Tegami o kakaseraremāsita.

“I was made to write a letter.”

(I was forced to write a letter.

I was asked to write a letter.)

Mataseraremāsita.

“I was made to wait.” (I was kept waiting.)

(mācu “to wait” **matasēru** “to keep someone waiting”)

8. The causative form with **kudasāi** is often used as a polite form of

“May I” or “Let me”.

Ikasete kudasāi.

“Please let me go.”

B. Vocabulary:

C.N.

cízi	"(prefectural) governor"	óngaku	"music"
daitóoryoo	"president"	saihu	"coin purse, wallet"
doroboo	"thief"	súri	"pickpocket"
gakucyoo	"president of the university"	syusyoo	"prime minister"
góhan	"meal, cooked rice"	tabako	"tobacco"
#honto	"truth"	tabemóno	"food, fare"
kanzi	"Chinese character"	ten	"mark, point, score"
keekan	"policeman"	tóosyu	"the head of a political party"
keesacu	"the police, police department"	Zimintoo	"Liberal Democratic Party"
kucú	"shoes"	zyocyuu	"maid"
nezumi	"rat, mouse"	zyúusyo	"address"

Ad.N. **késa** "this morning"

V.

(cukáreta) cukaréru (w. v.) [i. v.]	"to be tired"
(cukeraréru) cukéru (w. v.) [t. v.]	"to put on, to attach, to put (write) down, to give (grades)"
(erabaréru) erábu (st. v.) [t. v.]	"to elect, to select"
(hakaseru) haku (st. v.) [t. v.]	"to put on (foot)"
(homeraréru) homéru (w. v.) [t. v.]	"to praise"
(kowasaréru) kowásu (st. v.) [t. v.]	"to break"
micukaru (st. v.) [i. v.]	"to be found"
(mótte) mócu (st. v.) [t. v.]	"to hold, to own"
(motte kosaséru) motte kúru (irr. v.) [t. v.]	"to bring, to fetch"
(nusumaréru) nusúmu (st. v.) [t. v.]	"to steal"
(sikarareru) sikaru (st. v.) [t. v.]	"to scold"
(tanomaréru) tanómu (st. v.) [t. v.]	"to ask, to request"
(watasareru) watasu (st. v.) [t. v.]	"to hand to"

C. **sorede** "so" **#sorya** (sore wa)

Expression

Sumimasén. / #Sumán. "I'm sorry." "Excuse me." "Thank you."

PARADIGM

	U-Conjugation		Week Verb		Strong Verb		Irregular Verb	
	(accented)	(unaccented)	(accented)	(unaccented)	(accented)	(unaccented)		
(Dictionary form)	-ru	tabéru	osieru	yómu	naku	kúru	suru	
(Negative form)	-nai	tabénai	osienai	yománai	nakanai	kónai	sinai	
(Causative form)	-(sa)seru	tabesaseru	osiesaseru	yomasaseru	nakasaseru	kosaseru	saseru	
(Passive form)	-(ra)reru	taberareru	osierareru	yomareru	nakareru	korareru	sareru	
(Volition form)	-(yó)u	tabeyóu	osiyóu	yomóu	nakóu	koyóu	siyóu	
(Past form)	-ta	tábeta	osieta	yónda	naita	kitá	sita	
*(Past Probability)	-taroo	tábetaroo	osietaroo	yóndaroo	naitaroo	kitaroo	sitaroo	
(Te form)	-te	tábeta	osiete	yónde	naitte	kité	síte	
(Tari form)	-tari	tábetari	osietari	yóndari	naittari	kitári	sítari	
(Conditional form 1)	-tara	tábetara	osietara	yóndara	naittara	kitára	sítara	
(Conditional form 2)	-(re)ba	tabéreba	osieréba	yómeba	nakéba	kúreba	suréba	
(Potential form)	e-ru	—	—	yoméru	nakeru	—	—	
*(Imperative form)	-(ró)	tabéro	osieró	yóme	naké	kói	siró	
*(Neg. Imperative form)	-(ró)na	tabéruna	osierúna	yómuna	nakúna	kúruna	surúna	
*(Neg. Probability)	-mái	tabemái	osiemái	yomumái	nakumái	ku(ru)mái	su(ru)mái	
(Nagara form)	-nagara	tabenágara	osienagara	yominagara	nakingagara	kinagara	sinagara	
(Desiderative form)	-tai	tabetái	osietai	yomitái	nakitai	kitái	sítai	
(Base form)	—	tabe-	osie-	yomi-	naki-	ki-	si-	

Causative and Passive forms have u-conjugation except their homogeneous forms.

Potential form has u-conjugation except Causative, Passive, Imperative, Negative Imperative, Nagara, Desiderative, and its homogeneous forms.

Negative and Desiderative forms have i-conjugation.

	i-Conjugation		Adjectives		Formal Verb		Particle	
	(unaccented)	(accented)	(unaccented)	(accented)				
(Dictionary form)	-i	akai	aká	sirói	-masu	da	desu	
(Past form)	-katta	akákatta	akákattaroo	sírokatta	-masén	—	—	
*(Past Probability)	-kattaroo	akákattaroo	akákattaroo	sírokattaroo	-mási	datta	desita	
(Te form)	-kute	akákute	akákute	sírokute	—	dattaroo	—	
(Tari form)	-kattari	akákattari	akákattari	sírokattari	—	daroo	desyoo	
(Conditional form 1)	-kattara	akákattara	akákattara	sírokattara	-masyóo	—	—	
(Conditional form 2)	-kereba	akákereba	akákereba	sírokereba	—	—	—	
*(Probability)	-karoo	akakaroo	akakaroo	sírokaroo	—	—	—	
(Base form)	—	aka-	aka-	síro-	—	—	—	

* shows the form which are not much used and not included in this material.

C. Pattern Practice:

I. Watakusi wa / oya ga nomitai desu.

- | | |
|------------------|---------------------------------------|
| 1. eega o miru | Watakusi wa / eega ga mitai desu. |
| 2. hon o yomu | Watakusi wa / hon ga yomitai desu. |
| 3. tenisu o suru | Watakusi wa / tenisu ga sitai desu. |
| 4. ongaku o kiku | Watakusi wa / ongaku ga kikitai desu. |

II. Sensée ni sikararemāsita.

- | | |
|---------------|---------------------------|
| 1. homerareru | Sensée ni homeraremāsita. |
| 2. tanomareru | Sensée ni tanomaremāsita. |
| 3. watasareru | Sensée ni watasaremāsita. |
| 4. iwareru | Sensée ni iwaremāsita. |

III. Syusyoo ni erabaremāsita.

- | | |
|---------------|------------------------------|
| 1. gakucyoo | Gakucyoo ni erabaremāsita. |
| 2. toosyu | Toosyu ni erabaremāsita. |
| 3. daitooryoo | Daitooryoo ni erabaremāsita. |
| 4. cizi | Cizi ni erabaremāsita. |

IV. Áme ni huraremāsita.

- | | |
|---------------------|---------------------------|
| 1. tomodaci ga kuru | Tomodaci ni koraremāsita. |
| 2. cici ga sinu | Cici ni sinaremāsita. |
| 3. akanboo ga naku | Akanboo ni nakaremāsita. |
| 4. háha ga iku | Háha ni ikaremāsita. |

V. Doroboo ni okane o nusumaremāsita.

- | | |
|---------------------------------|---------------------------------------|
| 1. tomodaci ga tegami o miru | Tomodaci ni tegami o miraremāsita. |
| 2. zyocyuu ga osara o kowasu | Zyocyuu ni osara o kowasaremāsita. |
| 3. nezumi ga tabemóno o taberu | Nezumi ni tabemóno o taberaremāsita. |
| 4. sensée ga warui ten o cukeru | Sensée ni warui ten o cukeraremāsita. |

VI. Kodomo ni miruku o nomasemāsu.

- | | |
|-------------------|---------------------------------|
| 1. góhan o taberu | Kodomo ni góhan o tabesasemāsu. |
| 2. kucú o haku | Kodomo ni kucú o hakasemāsu. |
| 3. eego o naráu | Kodomo ni eego o narawasemāsu. |
| 4. kanzi o kaku | Kodomo ni kanzi o kakasemāsu. |

C. Pattern Practice (Translation):

I. I'd like to have some tea.

- | | |
|-----------------------|------------------------------|
| 1. to see a movie | I'd like to see a movie. |
| 2. to read a book | I'd like to read a book. |
| 3. to play tennis | I'd like to play tennis. |
| 4. to listen to music | I'd like to listen to music. |

II. I was scolded by the teacher.

- | | |
|--------------|--|
| 1. praised | I was praised by the teacher. |
| 2. requested | It was requested of me by the teacher. |
| 3. handed | It was handed to me by the teacher. |
| 4. told | I was told by the teacher. |

III. He was elected premier.

- | | |
|---------------------------|--------------------------------------|
| 1. (university) president | He was elected university president. |
| 2. head of the party | He was elected head of the party. |
| 3. president | He was elected president. |
| 4. governor | He was elected governor. |

IV. The rain spoiled my plan.

- | | |
|------------------------|--|
| 1. A friend comes. | I was interrupted by a friend's visit. |
| 2. Father dies. | I was bereaved of my father. |
| 3. The baby cries. | The baby insisted upon crying. |
| 4. Mother goes (dies). | I was bereaved of my mother. |

V. I had my money stolen by a thief.

- | | |
|----------------------------------|---|
| 1. A friend sees a letter. | I had a friend see my letter. |
| 2. The maid breaks some dishes. | My dishes were broken by the maid. |
| 3. A rat eats the food. | My food was eaten by a rat. |
| 4. The teacher gives a bad mark. | I was given a low grade by the teacher. |

VI. I make (have) the children drink their milk.

- | | |
|------------------------|---|
| 1. to eat a meal | I have the children eat their dinner. |
| 2. to put on shoes | I have the children put on their shoes. |
| 3. to learn English | I have the children learn English. |
| 4. to write characters | I have the children write characters. |

VII. **Ikedasan wa syusyoo ni erabaremāsita.**

(Answer the following questions.)

1. **Dāre ga syusyoo ni erabaremāsita ka.**
Ikedasan ga erabaremāsita.
2. **Ikedasan wa nāni ni erabaremāsita ka.**
Syusyoo ni erabaremāsita.

VIII. **Gakusee wa / sensée ni taihen homeraremāsita.**

(Answer the following questions.)

1. **Gakusee wa / dāre ni homeraremāsita ka.**
Sensée ni homeraremāsita.
2. **Dāre ga homeraremāsita ka.** Gakusee ga homeraremāsita.
3. **Dōnna ni homeraremāsita ka.** Taihen homeraremāsita.

IX. **Ōkusan wa / akanboo ni mīruku o nomasemāsu.**

(Answer the following questions.)

1. **Dāre ga akanboo ni mīruku o nomasemāsu ka.**
Ōkusan ga nomasemāsu.
2. **Ōkusan wa / dāre ni mīruku o nomasemāsu ka.**
Akanboo ni nomasemāsu.
3. **Nāni o nomasemāsu ka.** Mīruku o nomasemāsu.

(continued from p.152)

affected by the action. He has trouble as a result of the action, or he does not appreciate the action. (Cf. Pattern Practice III & IV)

Sātoosan wa doroboo ni okane o toraremāsita. "Mr.

Sato had his money stolen by the thief." (from **Doroboo**

wa okane o torimāsita. "The thief took (his) money.")

Tomodaci ni koraremāsita. "I had a friend visit me (whom I didn't welcome). I was interrupted by a friend." (from

Tomodaci ga kimāsita. "A friend came (to my house).")

This form is also used for potentiality (Cf. L. 26, A. 2, p. 229) and politeness which will be discussed later.

VII. Mr. Ikeda was elected premier.

1. Who was elected premier? Mr. Ikeda was.
2. What was Mr. Ikeda elected? He was elected premier.

VIII. The student was highly praised by the teacher.

1. By whom was the student praised? He was praised by the teacher.
2. Who was praised? The student was praised.
3. How was he praised? He was highly praised.

IX. The wife has the baby drink its milk.

1. Who makes the baby drink its milk? The wife does.
2. Whom does the wife have drink its milk? She has the baby drink.
3. What is it made to drink? It is made to drink milk.

D. Conversation:

1. Kyóo / dóko e ikimásita ka.
2. Keesacu e ikimásita.
3. Máa / náze desu ka.
4. Ása / súri ni saihu o toraremásita.
- *5. Sore wa taihen desu né. Keesacu de dóo simásita ka.
6. Keekan ni namae ya zyúusyo o kíkaremásita.
7. Micukarú desyoo ka.
8. Saa / wakarimasén né.
9. Cukáreta desyoo. Ocyá wa ikága desu ka.
10. Háí / koohíi ga nomitái desu.
11. Déwa / zyocyuu ni motte kosasemasyoo.
12. Arigatoo gozaimásu. Sumimasén ga / tabako wa arimasén ka.
13. Háí / dóozo. (Looking into the cigarette-case.) Oya / arimasén né. Kodomo ni kawasemasyoo.
14. Iroiro sumimasén.

Conversation—Informal (two boys):

1. Kyóo / dóko ittá n dai?
2. Keesacu e ittá n da.
3. Honto kai? Náze dai?
4. Ása / súri ni saihu toráreta n da.
5. Sorya taihen da né. Keesacu de dóo síta?
6. Keekan ni namae ya zyúusyo o kíkareta yó.
7. Micukarú daroo ka.
8. Saa / wakarán né.
9. Cukáreta daroo? Ocyá wa dóo?
10. ÚN / koohíi ga nomitái ná.
11. Zya / zyocyuu ni motte kosaseyoo.
12. Arigatoo. Sumánai ga / tabako náí?
13. Áa / dóozo. Á / náí ná. Kodomo ni kawaseyoo.
14. Iroiro sumán.

* taihen A.N. "terrible, awful"

D. Conversation (English Key):

1. Where did you go today?
2. I went to the police.
3. My goodness! Why?
4. My purse was stolen this morning by a pickpocket.
5. That's terrible, isn't it? What happened at the police department?
6. I was asked my name and address by the police.
7. Will the purse be found?
8. Well, I don't know.
9. You must be tired. Would you like something to drink?
10. Yes, I'd like to have some coffee.
11. I'll have the maid bring some, then.
12. Thank you. May I have cigarette?
13. Yes, please. Oh! There're none left. I'll have my child go out for some.
14. Thank you for everything. (I'm sorry to have troubled you so much.)

E. Reading and Writing:

きのう ハイキングに 行きたかった(ん)ですが、雨に ふられて 行きませんでした。

きのうのばん 勉強したかった(ん)ですが、友達に 来られて 出来ませんでした。

女中に おちゃとおかしを 持って来させました。

今朝 電車の中で すりに さいふを 取られました。それで 警察に 行きました。警官に 名前や住所を聞かれました。

池田さんは 自民党の党首に 選ばれました。

あの先生は ICU の学長に 選ばれました。

雨	152. [雨]	<u>ame</u>		来	る	<u>kuru</u>
持	つ	153. [持]	<u>mocu</u>		来	ま
取	る	154. [取]	<u>toru</u>	来 (22)	来	す <u>kimasu</u>
警		155. [警]	<u>keekan</u>		来	週 <u>raisyuu</u>
官		156. [官]	<u>keekan</u>		来	られ <u>korareru</u>
住	所	157. [住]	<u>zyuusyo</u>	所 (110)	台	所 <u>daidokoro</u>
池	田	158. [池]	<u>ikeda</u>		住	所 <u>zyuusyo</u>
自	民	159. [民]	<u>zimintoo</u>	聞 (108)	新	聞 <u>sinbun</u>
党		160. [党]	<u>zimintoo</u>		聞	く <u>kiku</u>
党	首	161. [首]	<u>toosyu</u>	田 (12)	田	中 <u>tanaka</u>
選	ぶ	162. [選]	<u>erabu</u>		池	田 <u>ikeda</u>
学	長	163. [長]	<u>gakucyoo</u>			

E. Reading (Transcription in Romaji):

Kinoo haikingu ni ikitakatta (N) desu ga, ame ni hurarete ikimasendesita.

Kinoo no ban benkyoo sitakatta (N) desu ga, tomodaci ni korarete dekimasendesita.

Zyocyuu ni ooya to okasi o motte kosasemasita.

Kesa densya no naka de suri ni saihi o toraremasita. Sorede keesacu ni ikimasita. Keekan ni namae ya zyuusyo o kikaremasita.

Ikedasan wa Zimintoo no toosyu ni erabaremasita.

Anosensee wa ICU no gakucyoo ni erabaremasita.

Reading (Translation):

We wanted to go hiking yesterday, but the rain ruined our plans and we did not go.

I wanted to study last night, but a friend's visit spoiled that idea.

I had the maid bring tea and cake.

I had my wallet stolen by a pickpocket on the train this morning. So I went to the police. The police asked me for my name and address.

Mr. Ikeda was elected head of the Liberal Democratic Party.

That professor was elected president of ICU.

LESSON 20

A. Patterns: Predicate-group with Particle

(Mod.) + Pred. 1. _____ (Mod.) + Pred. 2.

Examples:

1. **Nihongo wa / muzukasii keredo / omosiroi desu.**
"Japanese is difficult but interesting."
2. **Watakushi wa hōn o yōnde (i)māsu si / anō hito wa tegami o kaite (i)māsu.** "I'm reading a book and he is writing a letter."
3. **Doyōo ni wa / tēnisu o surū ka / eega e ikimāsu.**
"On Saturday I play tennis or go to the movies."

Grammar:

1. This slot is filled by these particles which are sometimes called conjunctions:

- a. **ga, keredomo / keredo / kedo**
"but, however" (Example 1)
- b. **si** "and" (Example 2)
- c. **ka** "or" (Example 3)

In addition **to** and **nara** are also used, which will be explained in L. 21.

2. Pred. 1. consists of,
 - a. a verb or an adjective in its final form except in volition form,
 - b. a noun (or any of a few other words) and a particle.

Informal final forms are,

- | | | |
|-----------------------------------|---------------------------------|----------------------|
| (V.) 1. -(r)u (Dictionary) | 2. -nai (Negative) | 3. -ta (Past) |
| 4. -(r)areru (Passive) | 5. -(s)aseru (Causative) | |
| 6. -(y)ōo (Volition) | 7. -tai (Desiderative) | |
| (A.) 1. -i (Dictionary) | 2. -katta (Past) | |

These can be followed by some particles: such as,

desyoo / daroo, rasii (**rasii** means "look (like), seem (like), sound (like)")

The particles used after nouns must be one of the following:

desu / da, desyoo / daroo, desita / datta, rasii

Instead of **desu / da + si**, **de** is often used.

Undoo ga sukii de / pīnpon ga zyoozū desu.

"She likes sports, and is good at pingpong." (Cf. Reading)

3. In Pred. 1. the informal style is usually used but a formal one may be used when Pred. 2. is formal.

Pred. 1 Pred. 2

informal informal **Nihongo wa muzukasii ga omosirói.**

informal formal **Nihongo wa muzukasii ga omosirói desu.**

formal formal **Nihongo wa muzukasii desu ga omosirói desu.**

4. When the subject of Pred. 1. is different from that of Pred. 2., both subjects must be mentioned and the same particle (**wa** or **ga**) is usually repeated.

_____ **wa** Pred. 1. _____ **wa** Pred. 2.

_____ **ga** Pred. 1. _____ **ga** Pred. 2.

Watakusi wa sensee desu ga / anó hito wa isya desu.

"I'm a teacher but he is a physician."

5. The following patterns should be learned in connection with this lesson.

_____ **si** _____ (**si surú**) **node**

The form preceding **si** is either

a. V. or A., or

b. N. (or any of few other words) + P.*

*Particle must be one of the following:

desu / da, desyoo / daroo, desita / datta, rasii

Node means "so, therefore".

The form preceding **node** is either

a. V. or A., or

b. N. + **na**.

1. **Kyóo wa isogasii si / áme ga hūru (si surū) node / dekakemasendesita.**

"Today, I was busy and it was raining, so I didn't go out."

2. **Anó hito wa máda wakāi si / gakusee { dá si surū }
node okane wa arimasén. ná}**

"He is still young and a student, so he has no money."

For the non-final positions, predicates can have past forms, as follows, though this is not necessary.

1. **Kyóo wa isogásikatta si / áme ga hūtta (si surū) node...**

or 2. **Kyóo wa isogasii si / áme ga hūru si sitā node...**

6. The following pattern should also be learned.

_____ **ka** _____ **ka**

Anáta wa sensee desu ka / gakusee desu ka.

"Are you a teacher or (are you) a student?"

B. Vocabulary:

C.N.

kaisyáin	"company employee"	syacyoo	"the president of a company"
kettén	"fault, weakness"		
kúrasu	"class"	taipísuto	"typist"
kyoozyu	"professor"	zyuuyaku	"director (of a company, bank, etc.)"

A.N.

dáisuki	"to like very much"	sínsecu	"kind"
hetá	"unskillful"	zyoobu	"healthy"
onazi	"same" (irregular)		

This can be followed by N,
without **na**, **desu** / **da**, or **ni** V.

Onazi kúrasu "the same class"

Ad.N.

mi(N)nā "everybody, everything"

V.N.

asanéboo "a sleepy-head, a late sleeper"
(with **suru**) "to get up late"
pínpon "pingpong"

A.

kanasii "sad" **uresii** "happy, joyful"
nemui "sleepy" **wakái** "young"

V.

aisimásu / **áisu** (st. v.) [t. v.] "to love"
***sitte(i)másu** (st. v.) [t. v.]
"to know, (to have the knowledge of)"
***sirimasén** "not to know"

*These are from **siru** "to get knowledge, to learn, to realize"
sumimásu / **súmu** (st. v.) [i. v.] "to live"

C. Pattern Practice:

I. Watakusi wa sensée desu ga / anáta wa isya désu.

- kaisyáin** **syacyoo**
Watakusi wa kaisyáin desu ga / anáta wa syacyoo désu.
- taipísuto** **zyuuyaku**
Watakusi wa taipísuto desu ga / anáta wa zyuuyaku désu.
- kyoozyu** **gakucyoo**
Watakusi wa kyoozyu désu ga / anáta wa gakucyoo désu.
- amerikázin** **igirisúzin**
Watakusi wa amerikázin desu ga / anáta wa igirisúzin desu.

C. Pattern Practice (Translation):

I. I am a teacher, but you are a doctor.

1. employee (company) president

I am an employee, but you are the president.

2. typist director

I am a typist, but you are the director.

3. professor (university) president

I am a professor, but you are the president.

4. American Englishman

I am American, but you are an Englishman.

II. Anáta wa amerikázin desu ka / igirisúzin desu ka.

1. **gakusee** **sensée**
Anáta wa gakusee desu ka / sensée desu ka.
2. **cyuugokúzin** **kankokúzin**
Anáta wa cyuugokúzin desu ka / kankokúzin desu ka.
3. **amerikázin** **kanadázin**
Anáta wa amerikázin desu ka / kanadázin desu ka.
4. **uresii** **kanasii**
Anáta wa uresii desu ka / kanasii desu ka.

III. Anáta wa amerikázin de / watakusi wa nihonzin desu.

1. **sensée** **gakusee**
Anáta wa sensée de / watakusi wa gakusee desu.
2. **tenisu ga zyoozú** **hetá**
Anáta wa tenisu ga zyoozú de / watakusi wa hetá desu.
3. **otokónoko** **onnánoko**
Anáta wa otokónoko de / watakusi wa onnánoko desu.
4. **Ginza** **Sinzyuku**
Anáta wa Ginza de / watakusi wa Sinzyuku desu.

IV. Áme ga hūru node / dekakemasén. (Add na if necessary.)

1. **isogasii** **Isogasii node** / **dekakemasén**.
2. **byooki** **Byooki ná node** / **dekakemasén**.
3. **samúi** **Samúi node** / **dekakemasén**.
4. **çukáreta** **Çukáreta node** / **dekakemasén**.

V. Kyóo wa / isogasii si / áme ga hūru (si surū) node / dekake-
masén. (Add da if necessary.)

1. **atamá ga itái** **ténki ga warúi**
Kyóo wa / atamá ga itái si / téski ga warúi (si surū) node /
dekakemasén.
2. **cici ga byooki** **isogasii**
Kyóo wa / cici ga byooki dā si / isogasii (si surū) node /
dekakemasén.
3. **samúi** **nemui**
Kyóo wa / samúi si / nemúi (si surū) node / **dekakemasén**.
4. **acúi** **çukáreta**
Kyóo wa / acúi si / çukáreta (si surū) node / **dekakemasén**.

II. Are you an American or an Englishman?

1. student teacher Are you a student or a teacher?
2. Chinese Korean Are you Chinese or Korean?
3. American Canadian Are you American or Canadian?
4. happy sad Are you happy or sad?

III. You are American and I am Japanese.

1. teacher student You are a teacher and I am a student.
2. skillful unskillful You are skillful at tennis and I am not.
3. boy girl You are a boy and I am a girl.
4. Ginza Shinjuku You are going to the Ginza and I, to Shinjuku.

IV. Since it's raining, I'm not going out.

1. busy Since I'm busy, I'm not going out.
2. sick Since I'm sick, I'm not going out.
3. cold Since I'm cold, I'm not going out.
4. tired Since I'm tired, I'm not going out.

V. Today I'm busy and it's raining, so I'm not going out.

1. to have a headache weather is bad
Today I have a headache and the weather is bad, so I'm not going out.
2. my father is sick busy
Today my father is sick and I'm busy, so I'm not going out.
3. cold sleepy
Today is cold and I'm sleepy, so I'm not going out.
4. hot tired
Today is hot and I'm tired, so I'm not going out.

VI. Anó hito wa / wakái sî / yóku benkyoo surû node / minná ni aisārete (i)māsu. (Add da or na if necessary)

1. **akarui kiree**
Anó hito wa / akarúi sî / kiree na node / minná ni aisārete (i)māsu.
2. **zyoobu ténisu ga zyoozû**
Anó hito wa / zyoobu dá sî / ténisu ga zyoozû na node / minná ni aisārete (i)māsu.
3. **atamá ga ii kiree**
Anó hito wa / atamá ga ii sî / kiree na node / minná ni aisārete (i)māsu.
4. **sínsecu nihongo ga zyoozû**
Anó hito wa / sínsecu da sî / nihongo ga zyoozû na node / minná ni aisārete (i)māsu.

D. Conversation:

1. Micíkosan ya Yósíkosan o / sîtte (i)māsu ka.
2. Micíkosan wa sîtte (i)māsu ga / Yósíkosan wa sirimasēn.
3. Micíkosan wa / dónna hitō desu ka.
4. Kiree da sî / akarúi (sî surû) node / mi(n)ná ni aisārete (i)māsu.
5. Sôo desu ka. Undoo wa sukí desu ka.
6. Ténisu wa amari simasēn ga / pínpon wa zyoozû desu.
7. Benkyoo wa yóku dekimāsu ka.
8. Háí / atamá wa ii sî / yóku benkyoo surû node / kúrasu de taitee iciban desu.
9. Sorezya / kettén wa arimasēn ka.
10. Sôo desu né. Micíkosan no kettén wa / asanéboo desyoo.

Conversation—Informal (two girls):

1. Micíkosan ya Yósíkosan / sîtterú?
2. Micíkosan wa sîtterû kedo / Yósíkosan wa siranāi wá.
3. Micíkosan tte / dónna hitō?
4. Kiree da sî / akarúi sî / minná ni aisāreteru wá.
5. Sôo? Undoo wa sukí?
6. Ténisu wa amari sinái kedo / pínpon wa zyoozû yó.
7. Benkyoo wa yóku dekíru?
8. Ée / atamá wa ii sî / yóku benkyoo surû node / kúrasu de taitee iciban yó.
9. Sorezya / kettén wa nāi no?
10. Sôo né. Micíkosan no kettén wa / asanéboo desyoo.

VI. He is young and studies hard, so he is loved by everyone.

1. cheerful pretty

She is cheerful and pretty, so she is loved by everyone.

2. strong good at tennis

He is strong and good at tennis, so he is loved by everyone.

3. bright pretty

She is bright and pretty, so she is loved by everyone.

4. kind good at Japanese

He is kind and good at Japanese, so he is loved by everyone.

D. Conversation (English Key):

1. Do you know Michiko and Yoshiko?
2. I know Michiko but I don't know Yoshiko.
3. What sort of person is Michiko?
4. She is pretty and cheerful, so she is loved by everyone.
5. Is that right? Does she like sports?
6. She doesn't play tennis much but she is good at pingpong.
7. Does she do all right in her studies?
8. Yes, she is bright and works hard, so she is usually at the top of her class.
9. Doesn't she have any weakness, then?
10. Well, let me see. You might say her weakness is that she is a sleepy-head.

E. Reading and Writing:

道子さんは私の友達です。

私達は いっしょに、住んでいませんが、勉強は いっしょに します。クラスも 同じですし、食堂にも いっしょに 行きます。

道子さんは 明るいし 親切なので、みんなに 愛されています。私も 道子さんが 大好きです。

道子さんは 頭が いいし よく 勉強するので、大い クラスで 一番です。運動も 好きで ピンポンが 上手です。欠点は 多分 朝ねぼうでしょう。

ピンポン [ポ] po

友達 164. [友] tomodaci

勉強 165. [勉] benkyoo

同じ 166. [同] onazi

食堂 167. [堂] syokudoo

親切 168. [親] sinsecu

169. [切] sinsecu

愛す 170. [愛] aisu

一番 171. [番] iciban

欠点 172. [欠] ketten

173. [点] ketten

道 (76) { 北海道 hokkaidoo
道子 miciko

住 (157) { 住所 zyuusyo
住む sumu

E. Reading (Transcription in Romaji):

Micikosan wa watakusi no tomodaci desu.

Watakusitaci wa issyo ni sunde imasen ga, benkyoo wa issyo ni simasu. Kurasu mo onazi desu si, syokudoo ni mo issyo ni ikimasu.

Micikosan wa akarui si sinsecu na node, minna ni aisarete imasu. Watakusi mo Micikosan ga daisuki desu.

Micikosan wa atama ga ii si yoku benkyoo suru node, taitee kurasu de iciban desu. Undoo mo suki de pinpon ga zyoozu desu. Ketten wa tabun asaneboo desyoo.

Reading (Translation):

Michiko is a friend of mine.

We don't live together but we study together. We are in the same class and go to the dining hall together.

Because Michiko is cheerful and kind she is loved by everyone. I, too, like her a lot.

She is smart and studies hard, so she is usually at the head of the class. She likes sports, too, and is good at pingpong. Her weakness is probably her habit of sleeping late.

LESSON 21

(From this lesson on, indication of devoiced vowels and accent will be given only in the Pronunciation Keys for Conversation and Vocabulary.)

A. Patterns: Predicate-group with Verb / Adjective Form 1.

(Mod.) + _____ (Mod.) + Pred.

1. (Mod.) + Pred. **-te** + (Mod.) + Pred.
2. (Mod.) + {Pred. **-ba**
Pred. **-tara**} + (Mod.) + Pred.

Examples:

1. **Ginza e itte / syokuzi simasu.**
"I'm going to the Ginza to eat."
2. **Ginza e {ikeba / ittara} syokuzi simasu.**
"If I go to the Ginza, I'll eat."

Grammar:

1. In the previous lesson two predicates were combined by means of particles.
2. In this lesson predicates are combined through the use of several verb forms. **-te**, which was introduced in L. 14, is used here to indicate actions occurring in succession; that is, in the pattern of Pred. and Pred. The difference between the usage in L. 14 and in this lesson is that in the former, the second verb, **iru**, is an auxiliary verb which helps the first and is never modified, while in the latter, each verb is independent and can be modified.

In this usage, the **-te** form can be repeated indefinitely. However, in order to avoid too many repetitions, the V. base form and **A-ku** form (which are commonly used in the written language as an equivalent of **-te**) may be used.

Ginza e itte / syokuzi site / kaimono o {site / si} / eega o mimasita.

"I went to the Ginza, ate, did some shopping, and saw a movie."

3. **-ba** and **-tara**, conditional suffixes meaning "if," are used interchangeably. The slight distributional difference will be discussed
4. The **-ba** form is made as follows: [later.]

(w. v.) accented	tabéru	tabé-re-ba
(w. v.) unaccented	osieru	osie-ré-ba

(st. v.) accented	káku	ká-ke-ba
(st. v.) unaccented	naku	na-ké-ba
(irr. v.)	suru	su-ré-ba
	kúru	kú-re-ba
(A.) accented	sirói	síro-kere-ba
(A.) unaccented	akai	aká-kere-ba

5. The **-tara** form is made by adding **-ra** to the **-ta** form.

tábe-ta	tábe-ta-ra	síro-katta	síro-katta-ra
osie-ta	osie-tá-ra	aká-katta	aká-katta-ra
kái-ta	kái-ta-ra		
nai-ta	nai-tá-ra		
sí-ta	sí-tá-ra		
kí-tá	kí-tá-ra		

Notice that unaccented words get accented in both **-ba** and **-tara** forms.

6. A verb in its dictionary form plus **to** has a weak conditional implication. Usually this form can be translated "when" or sometimes "if."

Ginza e iku to eega o mimasu.

"When(ever) I go to the Ginza, I see a movie."

7. The particle **nara** is also used to express condition. This can occur with A., V., N., and Ad.

(A.) Samui nara / mado o simete kudasai.

"If you're cold, please shut the window."

(V.) Anata ga iku nara / watakusi mo ikimasu.

"If you're going, I'll go too."

(N.) Eego nara / wakarimasu.

"If it is English, I understand."

(Ad.) Yukkuri nara / ii desu.

"If it is slow, it's all right."

8. **Wa** is used to show the subject related either to the final (principal) predicate (1) (3) or the entire sentence (2), while **ga** is related only to the predicate immediately following it (1)(3).

(1) Watakusi wa ame ga hureba ikimasen.

"I won't go if it rains."

(2) Anata wa ikeba wakarimasu.

"You'll find it if you go."

(3) ? wa anata ga ikeba wakarimasu.

"(?) will find it if you go."

B. Vocabulary:

C.N.	月	cuki	"moon"
	つもり	cumori	"intention" (always modified)
	出口	déguci	"exit"
	はず	hazu	(noun expressing expectation)
	会館	kaikan	"public hall" [(always modified)]
	公園	kooen	"park"
	日本画	nihonga	"Japanese (style) painting"
	音楽会	ongák(u)kai	"concert"
	(お)たく	(o)taku	"(your) house"
	字	zí	"letters, character"
	時間	zikan	"time"
V.N.	やくそく	yakusoku	"promise"
	練習	rensyuu	"practice"
V.	会う	áu (st. v.) [i. v.]	"to meet or see (people)"
	使う	cukau (st. v.) [t. v.]	"to use"
	困る	komáru (st. v.) [i. v.]	"to be troubled, to be perplexed"
	おくれる	okureru (w. v.) [i. v.]	"to be late"
	しめる	siméru (w. v.) [t. v.]	"to shut"
	やる	yaru (st. v.) [t. v.]	"to do"
	(Tenránkai o yatte (i)ru. "They are having an exhibition.")		
Ad.	別に	becu ni (with neg.)	"(not) especially, (not) particularly"
	もっと	móttö	"more"
	ゆっくり	yukkúri	"slowly"
Expression	いらっしゃいますか	irassyaimásu ka	(polite of imásu ka)
	...の方の出口	...no hóo no déguçi	"the exit on the side of..."
	しつれい(しました)。	Sicúree (simäsita).	"Excuse me."

LIST OF NEW CHARACTERS

(Lesson)	(New Character)	(Character-number)
1.	日本人大学	(1— 5)
2.	私国教中小語田	(6— 12)
3.	男子女犬山川	(13— 18)
4.	生先行来供立東京	(19— 26)
5.	食南米買売話英読	(27— 34)
6.	花白黒考新古明	(35— 41)
7.	変時々海全涼木曜	(42— 49)
8.	入野電車通土運動自分	(50— 59)
9.	何春休旅月都校火水金会	(60— 70)
10.	今文化宿北道毎見朝起夕方	(71— 82)
11.	居家族父母	(83— 87)
12.	上下近前右左後寮	(88— 95)
13.	天気多高尾央線間位	(96—104)
14.	強作書聞台所料理社働事	(105—115)
15.	頭医者元少耳青出目名	(116—125)
16.	午用丁度手伝赤半	(126—133)
17.	際駅口銀物屋便利	(134—141)
18.	政治経済好帰映画西部	(142—151)
19.	雨持取警官住池民党首選長	(152—163)
20.	友勉同堂親切愛番欠点	(164—173)
21.	週別公園困館音楽夜字辞使	(174—185)
22.	活色法質問答声終着	(186—194)
23.	思言光御主師工場職昭和年業等	(195—208)
24.	結正品身器真指世界送若	(209—219)
25.	客内安肉面去計房具葉意味	(220—231)
26.	習末特演説転万円以機千	(232—242)
27.	歩参調受知引研究早相談神信当	(243—256)
28.	様命外合違関係義務解決心配	(257—269)
29.	悪始地震停予定待憩約初	(270—280)
30.	情試験論室廊科教育原	(281—290)
31.	歴史第次戦争由単建重夫側士灯茶	(291—305)
32.	感式服成祈亨の権府統領	(306—316)
33.	申共専攻設備体不図集郵局	(317—328)
34.	宅最移非常交洋想願失礼	(329—339)
35.	判必要題条件仕	(340—346)
36.	然議挙制比較熱有期	(347—355)
37.	実宗美術労産進	(356—362)
38.	連席員記緒代表反対像苦	(363—373)
39.	平町戸掃走止故死注広努力段	(374—386)
40.	招影般庭傾向観察眠落続性良頼	(387—400)

C. Pattern Practice:

I. 雨がふれば、行きません。

- | | |
|---|--|
| 1. いそがしい | いそがしければ、行きません。 |
| 2. 病気 <small>びょう</small> になる | 病気 <small>びょう</small> になれば、行きません。 |
| 3. 朝ね <small>あさ</small> ぼう <small>ほう</small> する | 朝ね <small>あさ</small> ぼう <small>ほう</small> すれば、行きません。 |
| 4. 天気 <small>てんき</small> が悪い | 天気 <small>てんき</small> が悪ければ、行きません。 |

II. 学校へ行って、勉強します。

1. 新宿へ行く 映画を見る
新宿へ行って、映画を見ます。
2. デートする お茶^{ちや}をのむ
デートして、お茶^{ちや}をのみます。
3. 友達^{だち}に会う 話す
友達^{だち}に会って、話します。
4. 公園へ行く あそぶ
公園へ行って、あそびます。

III. あなたが来ると、困ります。

- | | |
|-----------------------------|---------------------------------|
| 1. あなたが来ない | あなたが来ないと、困ります。 |
| 2. 雨がふる | 雨がふると、困ります。 |
| 3. <small>わる</small> 悪い点を取る | <small>わる</small> 悪い点を取ると、困ります。 |
| 4. <small>かね</small> お金がない | <small>かね</small> お金がないと、困ります。 |

IV. もっと勉強したら、日本語が上手になります。

1. よく日本語を使う
よく日本語を使ったら、(日本語が)上手^ずになります。
2. よくかん字を練習する
よくかん字^{れんしゅう}を練習したら、日本語が上手^ずになります。

C. Pattern Practice (Translation):

I. If it rains, I won't go.

1. busy "If I am busy, I won't go."
2. to become sick "If I get sick, I won't go."
3. to oversleep "If I oversleep, I won't go."
4. weather is bad "If the weather is bad, I won't go."

II. I'm going to school and study.

1. to go to Shinjuku to see a movie
"I'll go to Shinjuku and see a movie."
2. to have a date to drink tea
"They go on dates and drink tea."
3. to meet a friend to talk
"She meets a friend and talks."
4. to go to the park to play
"They're going to go to the park and play."

III. When you come, I'm embarrassed.

1. you don't come "When you don't come, I'm at a loss."
2. to rain "When it rains, we have a hard time."
3. to get bad grades "When I get bad grades, I've had it."
4. to have no money "When I have no money, I'm at my wit's end."

IV. If you'd study harder, You'd become good at Japanese.

1. to use Japanese frequently
"If you'd use your Japanese more frequently, it would improve."
2. to practice writing Chinese characters
"If you'd practice writing Chinese characters more, your Japanese would improve."

3. 時間をかける

時間をかけたら、日本語が上手になります。

4. 友達と話す

友達と話したら、日本語が上手になります。

V. おひまなら、さんぽしましょう。

1. いそがしくない

いそがしくないなら、さんぽしましょう。

2. 時間がある

時間があるなら、さんぽしましょう。

3. お天気がいい

お天気がいいなら、さんぽしましょう。

4. 勉強がいや

勉強がいやなら、さんぽしましょう。

D. Conversation:

1. もしもし、今田さんのおたくですか。

2. はい、そうです。

3. すみ子さんはいらっしゃいますか。

4. はい、私ですが。

5. あ、しつれいしました。 私は田中ですが、あしたおひまなら、上野公園へ行って、さんぽしませんか。

6. そうですね。 別にやくそくはありませんから、天気がよければ、行きましょう。 今、公園はきれいでしょうね。

7. もしもし、雨がふったら、さんぽは出来ませんね。 てんらん会はいかがですか。

8. いいですね。 私はえが大好きですから。 今、何をやって(い)ますか。

* 9. 日本画をやって(い)るはずですよ。 では、二時に文化会館の方の出口で会いましょう。

* 10. はい、二時までに行くつもりですが、おくれたら、待って(い)て下さい。

3. to devote time
“If you’d devote more time to your Japanese, it would improve.”
 4. to talk to friends
“If you’d talk more to friends, your Japanese would improve.”
- V. If you are free, let’s go for a walk.
1. not busy “If you’re not busy, let’s go for a walk.”
 2. to have time “If you have time, let’s go for a walk.”
 3. weather is nice “If the weather is nice, let’s go for a walk.”
 4. don’t want to study “If you don’t want to study, let’s go for a walk.”

D. Conversation (Pronunciation Key):

1. Mósimosi / Imadasan no otaku desu ka.
2. Há / sóo desu.
3. Súmikosan wa irassyaimasu ka.
4. Há / watakusi desu ga.
5. Á / sícúree simásita. Watakusi wa Tanaka desu ga / asita ohima nára / Ueno-kóoen e itte / sanpo simasén ka.
6. Sóo desu né. Becu ni yakusoku wa arimasén kara / téngi ga yókereba / ikimasyóo. Íma / kooen wa kíree desyóo né.
7. Mósimosi / áme ga hüttara / sanpo wa dekimasén né. Tenránkai wa ikága desu ka.
8. Íi desu né. Watakusi wa é ga dāisuki desu kara. Íma / nani o yatte (i)māsu ka.
9. Nihonga o yatte (i)ru hazu desu. Déwa / nízi ni / bunka-káikan nō hōo no déguci de aimasyōo.
10. Há / nízi made ni iku cumori desu ga / okuretára / mätte (i)te kudasāi.

Conversation—Informal (a boy and a girl):

1. もしもし、今田さんのおたくですか。
2. はい、そうです。
3. すみ子さんはいらっしゃいますか。
4. はい、私ですが。
5. あ、しつれい。ぼく田中だけど、あしたおひまなら、上野公園へ行って、さんぽしない？
6. そうね。別にやくそくはないから、天気がよければ、行きましょう。今、公園はきれいでしょうね。
7. もしもし、雨がふったら、さんぽ出来ないね。てんらん会はどう？
8. いいわ。あたし、えが大好きだから。今、何やる？
9. 日本画をやってるはずだ(よ)。じゃ、二時に文化会館^{ほう}の方の出口で会おう。
10. ええ、二時までに行くつもりだけど、おくれたら、^ま待っててね。

* The nouns, **cumori**, expressing intention, and **hazu**, expressing expectation, are usually modified.

Iku cumori desu. "I intend to go."

Iku hazu desu. "He is (or, I'm) supposed to go.",

"He is expected to go."

Conversation (English Key):

1. Hello, is this Mr. Imada's residence?
2. Yes, it is.
3. Is Sumiko(san) in?
4. Yes, this is she speaking.
5. Oh, excuse me. This is Mr. Tanaka speaking. If you are free tomorrow, would you like to go to Ueno Park for a walk?
6. Let me see....., I have nothing in particular, so I'd be glad to go if the weather is nice. The park must be beautiful now.
7. Hello. We can't very well take a walk if it rains, can we? How about going to the exhibition?
8. That'd be fine. I like paintings very much. What are they exhibiting now?
9. It should be an exhibition of Japanese painting. Then, let's meet at the exit on the Bunka Kaikan side at two.
10. All right. I'll try to be there by two, but if I'm late, please wait for me.

E. Reading and Writing:

私は、先週新宿へ行って、買物をして、映画を見ました。

あしたは、別に用事ありませんから、お天気がよければ、上野公園へ行って、えのてんらん会を見るつもりです。日本画をやっているはずですが。雨がふったら、困ります。雨なら、行きません。

夕方は、東京文化会館の音楽会へ行きます。この会館は、上野駅のすぐそばにあって、大変便利です。そこで友達に会うはずですが。夜、月が出れば、少しさんぽするつもりです。

雨がふったら、出かけないで、家で本を読むつもりです。日本語の本は、字がむずかしいですが、辞書を使えば、少し分かります。

先週	174. [週]	<u>sensyuu</u>	会 (70)	{ 教 会 <u>kyookai</u>
別に	175. [別]	<u>becu ni</u>		{ 会 う <u>au</u>
公園	176. [公]	<u>kooen</u>		
	177. [園]	<u>kooen</u>		
困る	178. [困]	<u>komaru</u>	月 (64)	{ 三 月 <u>sangacu</u>
会館	179. [館]	<u>kaikan</u>		{ 月 曜 <u>gecuyoo</u>
音楽会	180. [音]	<u>ongak(u)kai</u>		{ 月 <u>cuki</u>
	181. [楽]	<u>ongak(u)kai</u>	書 (107)	{ 書 く <u>kaku</u>
夜	182. [夜]	<u>yoru</u>		{ 辞 書 <u>zisyoo</u>
字	183. [字]	<u>zi</u>		
辞書	184. [辞]	<u>zisyoo</u>		
使	185. [使]	<u>cukau</u>		

E. Reading (Transcription in Romaji):

Watakusi wa, sensyuu Sinzyuku e itte, kaimono o site, eega o mimasita.

Asita wa, becu ni yoozi ga arimasen kara, otenki ga yokereba, Ueno-kooen e itte, e no tenrankai o miru cumori desu. Nihonga o yatte iru hazu desu. Ame ga huttara, komarimasu. Ame nara, ikimasen.

Yuugata wa, Tookyoo-bunka-kaikan no ongakkai e ikimasu. Kono kaikan wa, Ueno-eki no sugu soba ni atte, taihen benri desu. Soko de tomodaci ni au hazu desu. Yoru, cuki ga dereba, sukosi sanpo suru cumori desu.

Ame ga huttara, dekakenaide, uci de hon o yomu cumori desu. Nihongo no hon wa, zi ga muzukasii desu ga, zisyo o cukaeba, sukosi wakarimasu.

Reading (Translation):

Last week I went to Shinjuku where I shopped and saw a movie.

Since I have nothing particular to do for tomorrow, if the weather is nice, I plan to go to Ueno Park and see a painting exhibition. They should be showing Japanese paintings. I'll have a problem if it rains. If it should, I won't go.

I'm going to a concert at the Tokyo Bunka Kaikan in the evening. The Kaikan being quite near Ueno Station, is very convenient. I'm supposed to meet a friend there. If the moon comes out at night, I intend to go for a little walk.

If it rains, I intend to stay indoors at home and read a book. The characters in Japanese books are difficult, but if I use a dictionary, I can understand a little (more).

LESSON 22

A. Patterns: Predicate-group with Verb / Adjective Form 2.

.....tari.....tari simasu.

Examples:

1. **Tabetari / nondari site (i)masu.**
“(They) are eating and drinking.”
2. **Samukattari / acukattari simasu.**
“It’s sometimes hot and sometimes cold.”
3. **Gakusee wa / amerikazin dattari / kankokuzin dattari simasu.**
“(Our) students are sometimes American and sometimes Korean.”
or “Some of (our) students are American and some are Korean.”

Grammar:

1. To combine predicates:
 - a. particles are sometimes used (Cf. L. 20).
 - b. **-te, -ba, and -tara** are used (Cf. L. 21).
 - c. **.....tari.....tari** is used.
2. This form is made by adding **-ri** to **-ta**.

V.(Example 1)

(accented w. v.)	tabéru	tábe-ta	tábe-tari
(accented st. v.)	káku	kái-ta	kái-tari
(unaccented w. v.)	osieru	osie-ta	osie-tári
(unaccented st. v.)	naku	nai-ta	nai-tári
(irr. v.)	kúru	ki-tá	ki-tári
	suru	si-ta	si-tári

A.(Example 2)

(accented)	sirói	síro-katta	síro-kattari
(unaccented)	akai	aká-katta	aká-kattari

P.(Example 3)

da	da-tta	da-ttari
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(This is preceded by nouns or adverbs.)

3. This pattern is used to show several acts or statements occurring by turns or alternately. The translation could be as follows:
 - a. some (do this) and some (do that).
 - b. (I) sometimes (do this) and sometimes (do that).
 Usually the context indicates which one should be used.
4. This pattern is used without the second **-tari**.

Gogo wa / sanpo sitari simasu.

- “In the afternoon I sometimes take a walk (and sometimes do other things).” or “I do such things as taking a walk.”
5. The particle **kara** means “aftering” when this follows V-te form.

Uci ni kaette kara / syokuzi simasu.

“After going home, I eat.”

Gohan o tabete kara / eega o mimasu.

“After eating, I’ll go to see a movie.”

B. Vocabulary.

C.N.

あさごはん	asagóhan	"morning meal, breakfast"
方法	hoo hoo	"method"
帰り	kaeri	"coming home"
会話	kaiwa	"conversation"
かお	kao	"face"
着物	kimono	"kimono, Japanese style clothes"
声	kóe	"voice"
こと	kotó	"things"
目がね	mégane	"glasses, spectacles"
せ(い)	sé(e)	"height (of people)"
	(sé(e) ga takāi	"tall")
テープ	téepu	"tape"
やさい	yasai	"vegetables"
ようふく	yoohuku	"western clothes"
夕ごはん	yuugóhan	"dinner, the evening meal"

V.N.

生活	seekacu	"livelihood, life" (in the sense of day to day activities, as in, "the necessities of life," "the good life," etc. Not the life of " <u>The Life of Jefferson</u> ," etc.)
質問	sicumon	"question"
仕事	sigoto	"job"

Ad.N.

このごろ	konogoro	"recently, lately"
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V.

あらう	arau (st. v.) [t. v.]	"to wash"
つくる	cukúru (st. v.) [t. v.]	"to make"
(目がねを) かける	kakéru (w. v.) [t. v.]	"to wear (glasses)"
着る	kiru (w. v.) [t. v.]	"to wear, to put on"

答える	kotaéru (w. v.) [i. v.]	“to reply”
まねく	manéku (st. v.) [t. v.]	“to invite”
なおす	naósu (st. v.) [t. v.]	“to correct, to repair, to cure (a disease)”
おどる	odoru (st. v.) [t. v.]	“to dance”
終わる	owaru (st. v.) [t. v.] & [i. v.]	“to finish, to be over”
すませる	sumaséru (w. v.) [t. v.]	“to finish”
すわる	suwaru (st. v.) [i. v.]	“to sit down”
うたう	útau (st. v.) [t. v.]	“to sing, to recite”
わらう	warau (st. v.) [i. v.]	“to laugh”
A.		
ひくい	híkúi	“low”
こわい	kowái	“fearful, frightening, strict”
まずい	mazúi	“poor, unpalatable”
おそい	osoi	“late”
高い	takái	“expensive”
やすい	yasúi	“cheap”
C. たと		
例え	tatóeba	“for example”
Expression		
…について	…ni cúite	“about”

C. Pattern Practice:

I. 私達は、食べたり、のんだりして(い)ます。

1. 立つ ^{たち} すわる

私達は、立ったり、すわったりして(い)ます。

2. 本を読む ^{がみ} 手紙を書く

私達は、本を読んだり、手紙を書いたりして(い)ます。

3. うたう ^{たち} おどる

私達は、うたったり、おどったりして(い)ます。

4. なく ^{たち} わらう

私達は、ないたり、わらったりして(い)ます。

II. このごろは、あつかったり、さむかったりします。

1. 天気がいい ^{わる} 悪い

このごろは、天気がよかったり、悪かったりします。

2. 帰りがおそい ^{はや} 早い

このごろは、帰りがおそかったり、早かったりします。

3. やさいが高い ^{はや} やすい

このごろは、やさいが高かったり、やすかったりします。

4. 食事がおいしい ^{まずい} まずい

このごろは、食事がおいしかったり、まずかったりします。

III. 先生は、男の人だったり、女の人だったりします。

1. こわい ^{やさしい} やさしい

先生は、こわかったり、やさしかったりします。

2. せが高い ^{ひくい} ひくい

先生は、せが高かったり、ひくかったりします。

C. Pattern Practice (Translation):

I. We are eating and drinking.

1. to stand to sit
 Some of us are standing and some are sitting.
2. to read books to write letters
 Some of us are reading books and some are writing letters.
3. to sing to dance
 We are singing and dancing.
4. to cry to laugh
 Some of us are crying and some are laughing.

II. Lately the weather is changeable; hot and cold.

1. weather is good bad
 Lately the weather has been going from good to bad and back again.
2. get home late early
 Lately I've been getting home sometimes late, sometimes early.
3. vegetables are high cheap
 Lately the price of vegetables has been going up and down.
4. meals are good bad
 Lately the meals are sometimes good, sometimes bad.

III. Some of the teachers are men, some women.

1. strict lenient
 Some of the teachers are strict, some lenient.
2. tall short
 Some of the teachers are tall, some short.

3. 声が大きい 小さい
先生は、声が大きかったり、小さかったりします。
4. 目がねをかけて(い)る かけて(い)ない
先生は、目がねをかけて(い)たり、かけて(い)なかったりします。

IV. 読んだり、書いたりして、ならいます。

1. 話す 聞く
話したり、聞いたりして、ならいます。
2. しかられる ほめられる
しかられたり、ほめられたりして、ならいます。
3. なおす なおされる
なおしたり、なおされたりして、ならいます。
4. 質問する 質問される
質問したり、質問されたりして、ならいます。

V. 家に帰^{うち}ってから、食事します。

1. せんとくする せんとくしてから、食事します。
2. テレビを見る テレビを見てから、食事します。
3. かおをあらう かおをあらってから、食事します。
4. 仕事^{しごと}をすませる 仕事^{しごと}をすませてから、食事します。

VI. 家に帰^{うち}ってから、何をしますか。

(Answer the questions using -tari -tari pattern.)

1. 新聞を読む ラジオを聞く
新聞を読んだり、ラジオを聞いたりします。
2. テレビを見る 本を読む
テレビを見たり、本を読んだりします。
3. 友達^{だち}をまねく (友達^{だち}に)まねかれる
友達^{だち}をまねいたり、(友達^{だち}に)まねかれたりします。
4. さんぽする テニスをする
さんぽしたり、テニスをしたりします。

3. voices are loud soft
Some of the teachers speak loudly, some softly.
4. wear glasses don't wear glasses
Some of the teachers wear glasses, some do not.

IV. We learn by reading and writing.

1. to talk to listen
We learn by talking and listening.
2. to be scolded to be praised
We learn sometimes by being scolded and sometimes by being praised.
3. to correct to be corrected
We learn by correcting and being corrected.
4. to ask questions to be asked questions
We learn by questioning and being questioned.

V. I'll eat after returning home.

1. to do laundry I'll eat after doing the laundry.
2. to watch television I'll eat after watching television.
3. to wash face I'll eat after I wash my face.
4. to finish work I'll eat after I finish my work.

VI. What do you do when you get home?

1. to read the newspaper to listen to the radio
I read the newspaper and listen to the radio.
2. to watch television to read a book
I watch television or read a book.
3. to invite a friend to be invited
I sometimes invite a friend over or am invited out myself.
4. to take a walk to play tennis
I take a walk or play tennis.

D. Conversation:

1. あなたは、毎日どんなことをしますか。
2. 朝起きると、そうじしたり、ごはんを作ったりします。
3. 朝ごはんを食べてから、何かしますか。
4. はい、新聞を読んだり、さんぽしたりします。
5. 大学では、日本語を勉強して(い)ますね。どんな方法ですか。
6. テープを聞いたり、質問に答えたりして、会話をならいます。
7. クラスが終わると、どうしますか。
8. 大てい図書館^とに行って、勉強します。
9. 下宿^{げしゆく}に帰ってからも、勉強しますか。
10. もちろんします。夕ごはんの後で少し休んでから、また勉強します。
11. 土曜には何をしますか。
12. 大てい出かけます。買物したり、映画を見たりします。

Conversation—Informal (two girls):

1. あなた、毎日どんなことする?
2. 朝起きると、そうじしたり、ごはん作ったりするわ。
3. 朝ごはん食べてから、何かする?
4. ええ、新聞読んだり、さんぽしたりするわ。
5. 大学では、日本語を勉強してるのね。どんな方法?
6. テープを聞いたり、質問に答えたりして、会話ならうの。
7. クラスが終わると、どうする?
8. 大てい図書館^とに行って、勉強するわ。
9. 下宿^{げしゆく}に帰ってからも、勉強するの?
10. もちろん。夕ごはんの後で少し休んでから、また勉強するの。
11. 土曜には何する?
12. 大てい出かけるわ。買物したり、映画を見たりよ。

D. Conversation (Pronunciation Key):

1. Anáta wa / máinici dónna kotō o simāsu ka.
2. Ása okīru to / soozī sītāri / góhan o cukūttari simāsu.
3. Asagóhan o tābete kara / náni ka simāsu ka.
4. Háí / sinbun o yōndari / sanpo sītāri simāsu.
5. Daigaku dé wa / nihongo o benkyoo sīte (i)māsu né. Dónna hoohoo dēsū ka.
6. Téepu o kiitāri / sīcumon ni kotāetari sīte / kaiwa o naraimāsu.
7. Kúrasu ga owarū to / dōo simāsu ka.
8. Taitee tosyókan ni itte / benkyoo simāsu.
9. Gesyūku ni káette karā mo /benkyoo simāsu ka.
10. Mocíron simāsu. Yuugóhan no āto de / sukósi yasūnde kara / mata benkyoo simāsu.
11. Doyóo ni wa / náni o simāsu ka.
12. Taitee dekakemāsu. Kaimono sītāri / eega o mītari simāsu.

Conversation (English Key):

1. What (sort of things) do you do everyday?
2. When I get up I clean (my room) and make my breakfast.
3. After eating breakfast do you (have time to) do anything?
4. Yes, I read the newspaper or take a walk.
5. You're studying Japanese at your university, aren't you? What method (do you use)?
6. We learn conversation by listening to tapes or answering questions.
7. When the class is over, what do you do?
8. I usually go to the library and study (there).
9. After returning to your boarding house do you study again?
10. Of course, I do. After dinner I take a little rest and I study again.
11. What do you do on Saturday?
12. I usually go out. I do some shopping or see a movie.

E. Reading and Writing:

* 私の生活について、話しましょう。

私は、自分で朝ごはんを作ります。大学では、色々な方法で勉強します。例えば、質問したり、質問に答えたりして、会話をならいます。読んだり、書いたりして、かん字をならいます。大学には、色々な先生が居ます。声が大きかったり、小さかったり、せが高かったり、ひくかったりします。クラスが終わると、図書館で勉強します。土曜は、勉強しないで、大てい出かけます。
** 一人で行ったり、友達といっしょに行ったりします。おひるは、食堂で食べたり、スナック・バーで食べたりします。夜は、ようふくを着たり、着物を着たりします。私の生活は、いそがしいけれど、楽しいです。

生活	186.	[活]	seekacu	作 (106)	{ 作 文 sakubun
色々	187.	[色]	iroiro		{ 作 る cukuran
方法	188.	[法]	hoohoo		
質問	189.	[質]	sicumon	方 (82)	{ 夕 方 yuugata
	190.	[問]	sicumon		{ 方 法 hoohoo
答える	191.	[答]	kotaeru		
声	192.	[声]	koe	楽 (181)	{ 音 楽 ongaku
終わる	193.	[終]	owaru		{ 楽しい tanosii
着る	194.	[着]	kiru		

* N. + ni cuite means "concerning N., about N."

Ano hito ni cuite / nani mo sirimasen.

"I don't know anything about him."

Watakusi no seekacu ni cuite / hanasi masyoo.

"I'll tell you about my (everyday) life."

** Hitori de means "alone" whereas zibun de means "by oneself,"
"without depending others."

Hitori de ikimasu. "I'll go alone."

Zibun de ikimasu. "I'll go myself."

E. Reading (Transcription in Romaji):

Watakusi no seekacu ni cuite, hanasimasyoo.

Watakusi wa, zibun de asagohan o cukurimasu. Daigaku de wa, iroiro no hoofoo de benkyoo simasu. Tatoeba, sicumon sitari, sicumon ni kotaetari site, kaiwa o naraimasu. Yondari, kaitari site, kanzi o naraimasu. Daigaku ni wa, iroiro no sensee ga imasu. Koe ga ookikattari, ciisakattari, se ga takakattari, hikukattari simasu. Kurasu ga owaru to, tosyokan de benkyoo simasu. Doyoo wa, benkyoo sinaide, taitee dekakemasu. Hitori de ittari, tomodaci to issyo ni ittari simasu. Ohiru wa, syokudoo de tabetari, sunakku-baa de tabetari simasu. Yoru wa, yoohuku o kitari, kimono o kitari simasu.

Watakusi no seekacu wa, isogasii keredo, tanosii desu.

Reading (Translation):

I'll tell you about my (everyday) life.

I fix my own breakfast. At college we study using various methods. For example, we learn conversation by asking and answering questions. We learn Chinese characters by reading and writing. There are all kinds of teachers in the university. Some talk loudly and some softly, some are tall and others short. When classes are over I study in the library. On Saturday I don't study, but usually go out. Sometimes I go alone and sometimes go with some friends. For lunch I sometimes eat at the dining hall and sometimes at the snack bar. At night I sometimes wear western clothes and sometimes a kimono.

My life is busy but happy.

LESSON 23

A. Patterns: How to Insert Predicate in Sentence 1.

Pred. to _____.

Pred. to V. (omou, iu, etc.).

Examples:

1. **Haha wa / ima hataraitte (i)ru (daroo) to omoimasu.**
 "I guess my mother is working now."
2. **Asita wa / Ginza e iku to iimasita.**
 "(He) said that he'd go to the Ginza tomorrow"
 or "(He) said, 'I'll go to the Ginza tomorrow.'"
3. **Kinoo wa / ame ni hurarete / dekakenakatta to iimasita.**
 "He said that he didn't go out because it rained yesterday."

Grammar:

1. This slot is usually filled by the verbs, **omou** "to think," and **iu** [yuu] "to say," but sometimes by some other similar verbs like **hanasu** "to talk," or **kiku** "to hear." This pattern indicates quotation.
2. **To** follows any final form. The final forms are shown below.

		Informal	Formal
V.	1. Dictionary	-(r)u	-masu
	2. Negative	-nai	-masen
	3. Past	-ta	-masita
	4. Passive	-(r)areru	-(r)aremasu
	5. Causative	-(s)aseru	-(s)asemasu
	6. Volition	-(y)oo	-masyoo
	7. Desiderative	-tai	-tai desu
A.	1. Dictionary	-i	-i desu
	2. Past	-katta	-katta desu
P.	1.	da	desu
	2.	datta	desita
	3.	daroo	desyoo

In this respect this **to** is quite different from that **to** which has a weak conditional implication and which follows only the **-u** and **-i** forms. (Cf. L. 21, Grammar 6.)

3. The tense of the predicate following **to** doesn't affect the tense of the predicate preceding **to**.

Asita iku to iimasu.	"He says he'll go tomorrow."
Asita iku to iimasita.	"He said he'd go tomorrow."
Kinoo itta to iimasu.	"He says he went yesterday."

Kinoo itta to iimasita. "He said he went yesterday."

4. It may be a little more common to use informal style before **to**, though the formal style may also be used.

Asita iku to _____.

Asita ikimasu to _____.

B. Vocabulary:

C.N.

英 文 学	eebúngaku	"English literature"
技 師	gísi	"engineer"
御-	go-	(honorific prefix)
いもうと	imootó	"younger sister"
工 学	koogaku	"engineering"
工業大学	koogyoo-dáigaku	"an institute of technology, a technical college"
	(kóogyoo	"industry")
高等学校	kootoogákkoo	"senior high school" (This is often abbreviated as koo-)
工 場	koozyóo	"factory" [koo 高校.]
-年	-nen	"-year"
しゃしん	syasin	"photograph"
職 工	syokkoo	"factory hand, mechanic"
昭 和	Syoowa	"the Showa Era" (1926—)
(御)主人	(go)syúzin	"master, husband"

V.

つとめる	cutoméru (w. v.) [i. v.]	"to be employed"
(大学を)出る	déru (w. v.) [i. v.]	"to graduate from"
ね る	neru (w. v.) [i. v.]	"to sleep" "to go to bed"
思 う	omóu (st. v.) [i. v.]	"to think, to guess, to suppose"

Ad.

き っ と	kítto	"surely"
-------	-------	----------

Pren.

あ る	áru	"a certain"
-----	-----	-------------

C. Pattern Practice:

I. 母は働いて(い)ると思います。

1. ねる 母はねて(い)ると思います。
2. 料理する 母は料理して(い)ると思います。
3. テレビを見る 母はテレビを見て(い)ると思います。
4. 休む 母は休んで(い)ると思います。

II. 子供に行かせると言いました。

1. 読む 子供に読ませると言いました。
2. 書く 子供に書かせると言いました。
3. ならう 子供にならわせると言いました。
4. 買う 子供に買わせると言いました。

III. すりにさいふを取られたと思います。

1. ねずみ やさい 食べる
ねずみにやさいを食べられたと思います。
2. 母 しゃしん 見る
母にしゃしんを見られたと思います。
3. 友達^{だち} 手紙^{がみ} 読む
友達に手紙を読まれたと思います。
4. いもうと ようふく 着る
いもうとにようふくを着られたと思います。

IV. 雨はふらないだろうと言って(い)ます。

1. あした 行く
あしたは行かないだろうと言って(い)ます。
2. 男の子 来る
男の子は来ないだろうと言って(い)ます。
3. 旅行へ 行く
旅行へは行かないだろうと言って(い)ます。
4. そうじ する
そうじはしないだろうと言って(い)ます。

C. Pattern Practice (Translation):

I. I think my mother is working.

1. to sleep I think my mother is sleeping.
2. to cook I think my mother is cooking.
3. to watch TV I think my mother is watching TV.
4. to rest I think my mother is resting.

II. She said she would have the children go.

(“I’ll have the children go,” she said.)

1. to read She said she would have the children read.
2. to write She said she would have the children write.
3. to learn She said she would have the children learn.
4. to buy She said she would have the children buy it.

III. I think I’ve had my wallet lifted by a pickpocket.

1. mice vegetables to eat
I’m afraid we may have had the vegetables eaten by the mice.
2. my mother photograph to see
I’m afraid my mother may have gotten a look at the photograph.
3. friend letter to read
I’m afraid a friend may have read my letter.
4. little sister dress to wear
Oh dear, my little sister must have worn my dress.

IV. He says he doesn’t think it will rain.

1. tomorrow to go He says he doesn’t believe he will go tomorrow.
2. boy to come He says he doesn’t think the boy will come.
3. on a trip to go He says he doesn’t believe he will go on a trip.
4. cleaning to do She says she doesn’t believe she will do the cleaning.

D. Conversation:

1. きょう、雨にふられたけど、大川さん^{たち}は旅行に行ったでしょうか。
2. 多分行ったと思います。行くと言って(い)ましたから。
3. 大川さんの御主人も行ったと思いますか。
4. きっと行ったでしょう。あの二人はいつもいっしょですから。
5. どこへ行ったんでしょう。
6. 日光へ行ったと思います。行きたいと言って(い)ましたから。
7. 大川さんの御主人はどこにつとめて(い)ますか。
8. さあ、よく分かりませんが、工場につとめて(い)るんじゃないですか。
9. 職工ですか。
10. いいえ、技師^{ぎし}だと思います。工学をせんこうしたはずですから。
11. どこを卒業^{そつ}したんですか。
12. 工業大学を昭和二十年に出たと思います。

Conversation—Informal (a boy and a girl):

1. きょう、雨にふられたけど、大川さん^{たち}は旅行に行ったかな？
2. 多分行ったと思うわ。行くと言ってたから。
3. 大川さんの御主人も行ったと思う？
4. きっと行ったでしょう。あの二人はいつもいっしょだから。
5. どこへ行ったんだろう。
6. 日光へ行ったと思うわ。行きたいと言ってたから。
7. 大川さんの御主人は、どこにつとめてるんだい？
8. さあ、よく分かんないけど、工場につとめてるんじゃない？

D. Conversation (Pronunciation Key):

1. Kinoo / áme ni hurāreta kedo / Ōokawasantaci wa / ryokoo ni ittá desyoo ka.
2. Tábuñ ittā to omoimāsu. Iku to itte (i)másita kara.
3. Ōokawasan no gosyūzin mo / ittá to omoimāsu ka.
4. Kītto ittá desyoo. Ano hutarí wa / ícumo issyo dēsū kara.
5. Dóko e ittā n desyoo.
6. Níkkoo e ittā to omoimāsu. Ikítai to itte (i)másita kara.
7. Ōokawasan no gosyūzin wa / dóko ni cutōmete (i)māsu ka.
8. Sāa / yóku wakarimasēn ga / koozyóo ni cutōmete (i)rū n zya arimasēn ka.
9. Syokkoo dēsū ka.
10. Iie / gísi da to omoimāsu. Koogaku o senkoo sita hazu, dēsū kara.
11. Dóko o socugyoo sitā n desu ka.
12. Koogyoo-dáigaku o Syoowa-nízyuunen ni dēta to omoimāsu.

Conversation (English Key):

1. Yesterday it rained, so I wonder if Mrs. Okawa and the others were able to go on their trip.
2. I guess they've gone since they said they would.
3. Do you think her husband has gone, too?
4. I'm sure he has. Those two (Mr. and Mrs. Okawa) are always together.
5. I wonder where they've gone.
6. I think they've gone to Nikko because they said they'd like to go there.
7. Where is Mr. Okawa employed?
8. Well, I'm not sure, but isn't he employed in a factory?
9. Is he a factory worker?
10. No, I think he is an engineer. I understand he majored in engineering.
11. Where did he go to school? (Where did he graduate from?)
12. I think he graduated from a technical college in the 20th year of Showa.

9. 職工?

10. ううん、技師だと思^ぎうわ。工学をせんこうしたはずだから。

11. どこを卒^{そつ}業したんだい?

12. 工業大学を昭和二十年に出たと思^きうわ。

E. Reading and Writing:

きのうは、雨にふられましたが、大川さん達^{たち}は旅行に行ったと思います。きっと行くと言っていましたから。多分日光へ行ったのでしょ^きう。

大川さんの御主人は、技師で、ある工場につとめています。職工ではありません。昭和二十年に工業大学を卒^{そつ}業しました。昭和二十年は 1945 年です。

大川さんのおくさんは、昭和二十三年に東京女子大学を出て、今、ある高等学校につとめています。英文学をせんこうして、今、英語を教えています。大変いい先生だと聞きました。

大川さんの御主人とおくさんは、旅行が大好きです。この二人は、いつもいっしょに旅行します。

思	う	195.	[思]	<u>omou</u>	二	十	年	206.	[年]	<u>nizyuunen</u>	
言	う	196.	[言]	<u>iu</u> [<u>yuu</u>]	工	業	大	学	207.	[業]	
日	光	197.	[光]	<u>nikkoo</u>						<u>koogyoo-daigaku</u>	
御	主	人	198.	[御]	<u>gosyuzin</u>	高	等	学	校	208.	[等]
			199.	[主]	<u>gosyuzin</u>					<u>kootoogakkoo</u>	
技	師	200.	[師]	<u>gisi</u>	日 (1)	{ 日 本 人 <u>nihonzin</u>					
工	場	201.	[工]	<u>koozyoo</u>		{ 日 曜 日 <u>niciyoobi</u>					
		202.	[場]	<u>koozyoo</u>		{ 日 <u>hi</u>					
						{ 日 光 <u>nikkoo</u>					
職	工	203.	[職]	<u>syokkoo</u>	高 (99)	{ 高 尾 山 <u>takaosan</u>					
昭	和	204.	[昭]	<u>syowa</u>		{ 高 等 学 校					
		205.	[和]	<u>syowa</u>		{ <u>kootoogakkoo</u>					

E. Reading (Transcription in Romaji):

Kinoo wa, ame ni huraremasita ga, Ookawasantaci wa ryokoo ni itta to omoimasu. Kitto iku to itte imasita kara. Tabun Nikkoo e itta no desyoo.

Ookawasan no gosyuzin wa, gisi de, aru koozyoo ni cutomete imasu. Syokkoo de wa arimasen. Syoowa nizyuunen ni koogyoo-daigaku o socugyoo simasita. Syoowa nizyuunen wa sen-kyuuhyaku-yonzyuu-gonen desu.

Ookawasan no okusan wa, Syoowa nizyuusannen ni Tookyoo Zyosidaigaku o dete, ima, aru kotoogakkoo ni cutomete imasu. Eebungaku o senkoo site, ima, eego o osiete imasu. Taihen ii sensee da to kikimasita.

Ookawasan no gosyuzin to okusan wa, ryokoo ga daisuki desu. Kono hutari wa, icumo issyo ni ryokoo simasu.

E. Reading (Translation):

It rained yesterday, but I think the Okawas were able to go on their trip. They said that nothing would stop them from going. I think they have gone to Nikko.

Mrs. Okawa's husband is an engineer working in a factory. He is not a factory hand. He graduated from a technical college in the 20th year of Showa. The 20th year of Showa was 1945.

Mr. Okawa's wife graduated from Tokyo Woman's Christian College in the 23rd year of Showa and is now working in some high school. She majored in English literature and is now teaching English. I've heard she is a very good teacher.

Mr. & Mrs. Okawa both like to travel very much. They always travel together.

LESSON 24

A. Patterns: Verb Meaning Giving and Receiving

N. ni N. o _____.

N. ni N. o V. (ageru, yaru, kudasaru, kureru, itadaku, morau).

Examples:

1. (Watakusi wa) anata ni okane o agemasu.
"I'll give you some money."
2. (Watakusi wa) kodomo ni okane o yarimasu.
"I'll give (my) child some money."
3. Anata wa / (watakusi ni) okane o kudasaimasita.
"You gave me some money."
4. Kodomo wa / (watakusi ni) okane o kuremasu.
"My child gives me some money."

Grammar:

1. For the verb "give," there are four equivalent verbs in Japanese: **ageru**, **yaru**, **kudasaru**, and **kureru**. Their use depends upon who gives to whom.

When the giver is the first person **ageru** is used to superiors and **yaru** to inferiors.

ageru (The original meaning is "to raise, to elevate.") "(I) give it to a superior." (Cf. Example 1)

yaru "(I) give it to an inferior." (Cf. Example 2)

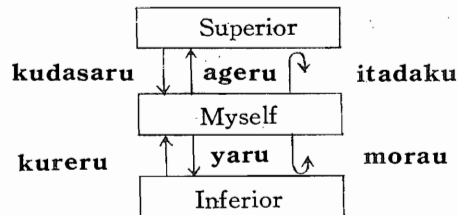
When the receiver is the first person **kudasaru** is used if the giver is a superior and **kureru** is used when the giver is an inferior.

kudasaru (The original meaning is "to lower.") "A superior gives it (to me)." (Cf. Example 3)

kureru "An inferior gives it (to me)." (Cf. Example 4)

It is not necessary to use a personal pronoun because the verb itself indicates the direction of giving.

2. The above statements can be diagrammed as follows:



3. It is not always easy, though, to decide who are superiors and who are inferiors. The social hierarchy which these usages reflect is being broken down and does not affect the language as much as it used to. However, generally, you should treat:

a. the second person (the person spoken to) as a superior regardless of who he is or of his rank.

Anata ni okane o agemasyoo. "I'll give you some money."

b. the third person as either a superior or an inferior. If he is present it is more polite to treat him as a superior. However, if he is not present you may treat him either way, depending upon your relative social standing.

**Ano hito ni okane o {agemasyoo. "I'll give him some
yarimasyoo. money."**

c. children or animals as almost always inferiors.

Inu ni mizu o yarimasyoo. "I'll give the dog some water."

d. Your family members as inferiors because they belong to you.

4. **Ageru** has come to be used so commonly that **yaru** is now very little used.

5. Note the slight irregularity of the conjugation of **kudasaru**. The **masu** form is **kudasaimasu** (not **kudasarimasu**).

6. As for statements concerning third persons only, you should treat:

a. children and animals as inferiors.

Tanakasan ga inu ni okasi o yarimasita.

"Mr. Tanaka gave some cake to his dog."

b. your family members as inferiors, the same as yourself.

Tanakasan ga imooto ni okasi o kudasaimasita.

"Mr. Tanaka gave some cake to my sister."

7. In connection with this lesson you should learn a pair of words which mean "to receive."

itadaku "(I) receive it from a superior."

Anata ni okane o itadakimasita.

"(I) received the money from you."

morau "(I) receive it from an inferior."

Kodomo ni okane o moraimasita.

"(I) received the money from (my) child."

Note: **Ni** may be replaced by **kara**.

Anata kara okane o itadakimasita.

Kodomo kara okane o moraimasita.

8.(Cf. p.205) If there is any difficulty in deciding what form to use, it is generally safe to use **agemasu** for "to give" and **moraimasu** for "to receive".

B. Vocabulary:

C.N.

(お) ぼん	(o)bón	"the Bon Festival, the Japanese All Souls' Day"
(お) ちゃわん	ocyáwan, cyawan	"cup, small bowl"
ハンカチ, ハンケチ	hankaci, hankeci	"handkerchief"
く っ 下	kucúsite	"socks, stockings"
く れ	kure	"the year end, nightfall, dark, the end, the close," as in aki no kure , "the end of autumn"
クリスマス	kurisúmasu	"Christmas"
明 治	Méezi	"the Meiji Era (1868—1912)"
身のまわり品	minomawarihin	"personal effects, clothes and accessories"
	(mi-no-mawari	"one's person, appearance, dress")
み ず	mizu	"water"
ネックレス, くびかざり	nékkuresu, kubikázari	"necklace"
ネクタイ	nékutai	"necktie"
おくり物	okurimono	"gift"
世 界	sékai	"world"
世界一	sekáicci	"the best in the world"
真 じ ゅ	sinzyu	"pearl"
スカーフ	sukáahu	"scarf"
食 器	syokki	"dish, tableware"
食 料 品	syokuryoohin	"food and drinks"
(お) 正月	(o)syoogacú	"the New Year period"
(お) たん生日	(o)tanzyóobi	"birthday"
手ぶくろ	tebúkuro	"gloves"

時	toki	"time"
年より	tosiyori	"aged people"
ワイシャツ	waisyacu	"(dress) shirt"
指わ	yubiwa	"ring" (for the finger)
(台所)用品	(daidokoro)yóohin	"(kitchen) utensils"
ぞうり	zoori	(Japanese footwear, a sort of sandal)

(days of the month)

一 日	cuitací, icizicú	十 六 日	zyuu-roku-nici
二 日	hucuka	十 七 日	zyuu-sici-nici
三 日	mikka	十 八 日	zyuu-haci-nici
四 日	yokka	十 九 日	zyúu-ku-nici
五 日	icuka	二 十 日	hacuka
六 日	muika	二 十 一 日	nízyuu-ici-nici
七 日	nanoka, nanuka	二 十 二 日	nízyuu-ni-nici
八 日	yooka	二 十 三 日	nízyuu-sán-nici
九 日	kokonoká	二 十 四 日	nízyuu-yokka
十 日	tooká	二 十 五 日	nízyuu-gó-nici
十一 日	zyuu-ici-nici	二 十 六 日	nízyuu-roku-nici
十二 日	zyuu-ni-nici	二 十 七 日	nízyuu-sici-nici
十三 日	zyúu-san-nici, zyuu-sán-nici	二 十 八 日	nízyuu-haci-nici
十四 日	zyúu-yokka	二 十 九 日	nízyuu-kú-nici
十五 日	zyúu-go-nici	三 十 日	sánzyuu-nici
		三 十 一 日	sánzyuu-ici-nici

These same forms (except for **cuitací**) are also used for counting days. e. g. **icinicí** = 1 day **hucuka** = 2 days **mikka** = 3 days

V.N.	結 婚	(go)kekkon	"marriage, wedding"
A.N.	さかん	sakan	"popular, extensive, thriving"
V.	上げる	ageru (w. v.) [t. v.]	"to give" (Humble)
	いただく	itadaku (st. v.) [t. v.]	"to receive" (Humble)
	考える	kangáeru (w. v.) [t. v.]	"to think"
	下さる	kudasáru (st. v.) [t. v.]	"to give" (Honorific)
	もらう	morau (st. v.) [t. v.]	"to receive"

送 る okuru (st. v.) [t. v.] "to send"
 Ad. かなり kánari "fairly, pretty, quite"

C. Pattern Practice:

I. クリスマスに^{かね}お金を上げましょう。

1. くつ クリスマスにくつを上げましょう。
2. ようふく クリスマスにようふくを上げましょう。
3. 花 クリスマスに花を上げましょう。
4. 指わ クリスマスに指わを上げましょう。

II. 池田さんが^{かね}お金を下さいました。

1. おかし 池田さんがおかしを下さいました。
2. 手ぶくろ 池田さんが手ぶくろを下さいました。
3. おさら 池田さんがおさらを下さいました。
4. おちゃわん 池田さんがおちゃわんを下さいました。

(Change the verb if necessary.)

III. これは先生にいただきました。

1. 母 これは母にもらいました。
2. 子供 これは子供にもらいました。
3. あなた これはあなたにいただきました。
4. 友達^{だち} これは友達に^{だち} {いただきました。
もらいました。

IV. 先生がおたん生日のおくり物を下さいました。

1. 母 母がおたん生日のおくり物をくれました。
2. 子供 子供がおたん生日のおくり物をくれました。
た。
3. いもうと いもうとがおたん生日のおくり物をくれました。
ました。
4. あなた あなたがおたん生日のおくり物を下さい
ました。

C. Pattern Practice (Translation):

I. Let's give her some money for Christmas.

- | | |
|--------------------------|---------------------------------------|
| 1. shoes | Let's give her shoes for Christmas. |
| 2. western style clothes | Let's give her a dress for Christmas. |
| 3. flowers | Let's give her flowers for Christmas. |
| 4. ring | Let's give her a ring for Christmas. |

II. Mr. Ikeda gave me some money.

- | | |
|-------------|----------------------------------|
| 1. cakes | Mr. Ikeda gave me some cakes. |
| 2. gloves | Mr. Ikeda gave me some gloves. |
| 3. dishes | Mr. Ikeda gave me some dishes. |
| 4. tea cups | Mr. Ikeda gave me some tea cups. |

III. I received this from my teacher.

- | | |
|--------------|---------------------------------|
| 1. my mother | I received this from my mother. |
| 2. children | I got this from the children. |
| 3. you | I received this from you. |
| 4. friend | I got this from a friend. |

IV. The teacher gave me a birthday present.

- | | |
|------------------|--|
| 1. my mother | My mother gave me a birthday present. |
| 2. child | The child gave me a birthday present. |
| 3. little sister | My little sister gave me a birthday present. |
| 4. you | You gave me a birthday present. |

V. 池田さんがいもうとにおかしを下さいました。

1. (私の) 子供 池田さんが子供におかしを下さいました。
た。
2. 犬 池田さんが犬におかしをやりました。
3. 田中さん 池田さんが田中さんにおかしを上げました。
4. 私 池田さんが私におかしを下さいました。

D. Conversation:

1. 日本では、いつおくり物をしますか。
2. そうですね。結婚、お正月、クリスマス、おたん生日などにもしますが、一番さかんな時は、おぼんとくれです。
3. どんな物を上げますか。
4. 色々な物です。例えば、食料品、身のまわり品、台所用品、食器などです。
- * 5. 身のまわり品とは、どんな物ですか。
- ** 6. 男の人だったら、ワイシャツ、ネクタイ、くつ下など、女の人なら、ハンカチ、手ぶくろ、スカーフなどです。
7. あなたのお母さんのおたん生日はいつですか。
8. 十二月十日ですから、もうすぐです。
9. 何を上げるつもりですか。
10. 今考えて(い)ますが、母は、いつも着物を着て(い)ますから、ぞうりがいいかと思って(い)ます。
- *** 11. 私の母は、先月おたん生日でしたから、真じゅのネックレスを送りました。日本の物が大好きですから。
12. それはよかったですね。日本の真じゅは世界一ですから。

V. Mr. Ikeda gave my younger sister some cakes.

- | | |
|---------------|---------------------------------------|
| 1. my child | Mr. Ikeda gave my child some cakes. |
| 2. dog | Mr. Ikeda gave the dog some cakes. |
| 3. Mr. Tanaka | Mr. Ikeda gave Mr. Tanaka some cakes. |
| 4. me | Mr. Ikeda gave me some cakes. |

D. Conversation (Pronunciation Key):

1. Nihón dewa / ícu okurimono o simāsu ka.
2. Sôo desu né. Kekkon / osyoogacú / kurisúmasu / otanzyôobi nādo
ni mo simāsu ga / íciban sakan na tokí wa / obón to kure dēsu.
3. Dónna monô o agemāsu ka.
4. Iroiro na monô desu. Tatôeba / syokuryoohin / minomawarihin /
daidokoro-yôohin / syokki nádo desu.
5. Minomawarihin tô wa / dónna monô desu ka.
6. Otoko no hitô dattara / waisyacu / nékutai / kucúsita nādo / onna
no hitô nara / hankaci / tebúkuro / sukáahu nādo desu.
7. Anáta no okāasan no otanzyôobi wa / ícu desu ka.
8. Zyuunigacu tooka dēsu kara / moosúgu desu.
9. Nāni o ageru cumori dēsu ka.
10. Íma kangāete (i)māsu ga / háha wa / ícumo kimono o kíte (i)māsu
kara / zoori ga íi ka to omôtte (i)māsu.
11. Watakusi no háha wa / séngecu otanzôobi desita kara / sinzyu no
nékkuresu o okurimāsita. Nihon no monô ga dáisuki desu kara.
12. Sore wa yókatta desu né. Nihon no sinzyu wa / sekáici desu
kara.

Conversation—Informal (two girls):

1. 日本では、いつおくり物する？
2. そうね。結婚、お正月、クリスマス、おたん生日などにもするけど、一番さかんな時は、おぼんとくれよ。
3. どんな物上げる？
4. 色んな物。例えば、食料品、身のまわり品、台所用品、食器などよ。
5. 身のまわり品ってどんな物？
6. 男の人だったら、ワイシャツ、ネクタイ、くつ下など、女の人なら、ハンカチ、手ぶくろ、スカーフなどよ。
7. あなたのお母さんのおたん生日、いつ？
8. 十二月十日だから、もうすぐだわ。
9. 何を上げるつもり？
10. 今考えてるんだけど、母は、いつも着物着てるから、ぞうりがいいかなと思っているの。
11. うちの母は、先月おたん生日だったから、真じゅのネックレス送ったわ。日本の物が大好きだから。
12. それはよかったわね。日本の真じゅは世界一ですものね。

* **To** is a particle to mark the quotation.

Minomawarihin to (iu no) wa...

“What is called **minomawarihin** is....”

“‘**Minomawarihin**’ is....”

** A particle **nado** means “and so forth.”

*** In the previous lessons it was pointed out that **desu** is more inclusive than the English copula is or are. Please study the following sentences.

Watakusi no haha wa / raigecu otanzyoobi desu.

“My mother’s birthday will be next month.”

“My mother has her birthday next month.”

Watakusi no haha wa / sengecu otanzyoobi desita.

“My mother’s birthday was last month.”

“My mother had her birthday last month.”

Conversation (English Key):

1. When do people send gifts in Japan?
2. Well, let me see. We send presents when someone is married, at New Year's, at Christmas, on birthdays, and so on, but the big gift-giving times are at the Bon festival and at the end of the year.
3. What kind of things do you give?
4. Various kinds of things. For example, food, personal effects, kitchenware, dishes, and so on.
5. What do you mean by personal effects?
6. For men, shirts, ties, socks, and so on, and for women, handkerchiefs, gloves, scarves, and so on.
7. When is your mother's birthday?
8. December 10th, so it's not so far off.
9. What do you plan to give her?
10. I've just been thinking about that. My mother always wears a kimono, so I've been wondering if zoori (Japanese slippers) wouldn't be a good idea.
11. My mother's birthday was last month so I sent her a pearl necklace, since she likes Japanese things.
12. That was a good idea. Japanese pearls are the world's best, aren't they?

E. Reading and Writing:

日本では、結婚、お正月、クリスマス、おたん生日などにもおくり物をしますが、おぼんやくれが一番さかんです。おぼんは七月です。上げる物は色々です。例えば、食料品、身のまわり品、台所用品、食器などです。身のまわり品とは、男の人だったら、ワイシャツ、ネクタイ、くつ下、女の人なら、ハンカチ、ネックレス、スカーフなどです。アメリカの女の人には、真じゅのネックレス、指輪などがいいでしょう。日本の真じゅは世界一ですから。

私の母は、来月おたん生日ですから、ネックレスを送りました。母は、日本の物が大好きです。1895年に生まれましたから、かなり年よりですが、大変元気で、若く見えます。1895年は明治28年です。

私のおたん生日は先月でした。父と母からくつが来
ました。友達も色々のおくり物を下さいました。

ワイシャツ	[ワ]	wa	[シャ]	syā	([シ]	si	[ヤ]	ya)
ネクタイ	[ネ]	ne						
ハンカチ	[チ]	ci			生 (19)	{	学 生	gakusee
						{	生まれる	umareru
結 婚	209. [結]	kekkon				{	おたん生 日	otanzyoobi
正 月	210. [正]	syoogacu						
食料品	211. [品]	syokuryoohin			食 (27)	{	食 べる	taberu
身のまわり品	212. [身]	minomawarihin				{	食 堂	syokudoo
						{	食 器	syokki
食 器	213. [器]	syokki				{	上	ue
真じゅ	214. [真]	sinzyu			上 (88)	{	上 手	zyoozu
指 わ	215. [指]	yubiwa				{	上 げる	ageru
世 界	216. [世]	sekai			年 (206)	{	二十年	nizyuuunen
	217. [界]	sekai				{	年より	tosiyori
送 る	218. [送]	okuru			明 (41)	{	明 るい	akarui
若 い	219. [若]	wakai				{	明 治	meezi

E. Reading (Transcription in Romaji):

Nihon de wa, kekkon, osyogacu, kurisumasu, otanzyoobi nado ni mo okurimono o simasu ga, obon ya kure ga iciban sakan desu. Obon wa sicigacu desu. Ageru mono wa iroiro desu. Tatoeba, syokuryoohin, minomawarihin, daidokoroyoohin, syokki nado desu. Minomowarihin to wa, otoko no hito dattara, waisyacu, nekutai, kucusita, onna no hito nara, hankaci, nekkuresu, sukaahu nado desu. Amerika no onna no hito ni wa, sinzyu no nekkuresu, yubiwa nado ga ii desyoo. Nihon no sinzyu wa sekaiici desu kara.

Watakusi no haha wa, raigecu otanzyoobi desu kara, nekkuresu o okurimasita. Haha wa, Nihon no mono ga daisuki desu. Sen-happyaku-kyuuzuyu-go-nen ni umaremasita kara, kanari tosiyori desu ga, taihen genki de, wakaku miemasu. Sen-happyaku-kyuuzuyu-go-nen wa Meezi nizyuu-haci-nen desu.

Watakusi no otanzyoobi wa sengecu desita. Cici to haha kara kucu ga kimasita. Tomodaci mo iroiro no okurimono o kudasai-masita.

Reading (Translation):

In Japan we send gifts when someone gets married, at New Year's, at Christmas, on birthdays, and so forth, but the biggest gift-giving times are at the Bon Festival and at the end of the year. The Bon Festival is in July. The things we give vary, for example, food, personal effects, kitchenware, dishes and so on. By personal effects, for men I mean such things as shirts, ties, and socks, and for women, handkerchiefs, necklaces and scarves. For American women, I suppose things such as pearl necklaces and rings would be good. After all, Japanese pearls are the world's best.

My mother's birthday is next month, so I sent her a necklace. She likes Japanese things very much. Since she was born in 1895, she is fairly old, but she is very healthy and looks young. 1895 was the 28th year of Meiji.

My birthday was last month. A pair of shoes were sent to me by my mother and father. I also got various presents from my friends.

LESSON 25

A. Patterns: Verb with Special Function 3. (Favor)

V-te _____.

V-te V. (ageru, kudasaru, yaru, kureru, itadaku, morau).

Examples.

1. (Watakusi wa) (anata ni) kaite agemasu.
"I'll write it for you."
2. (Anata wa) (watakusi ni) kaite kudasaimasita.
"You wrote it for me."
3. (Kodomo wa) (watakusi ni) kaite kuremasita.
"My child wrote it for me."

Grammar:

1. This slot is filled by verbs which were introduced in Lesson 24, i. e. **ageru, yaru, kudasaru, kureru** which mean "to give," and **itadaku, morau** which mean "to receive."
2. When any of these verbs follow a V-te form they lose their original meaning and show the direction of a favor done; that is, who does the favor for whom.
3. If the usage explained in Lesson 24 is well understood, that explained in this lesson should not be too difficult.
4. V-te **morau** is used as a softer way of expressing causative action. **Zyocyuu ni kucu o migaite moraimasu** is not as harsh as **Zyocyuu ni kucu o migakasemasu**.
5. **Zyocyuu ni kucu o migaite moraimasu** could be changed to **Kucu wa zyocyuu ni migaite moraimasu**.

Any predicate modifier can be used at the beginning of a sentence with **wa**. When this is done, however, in case the modifier contains either **ga** or **o**, the particle **ga** or **o** is omitted.

- a. **Otanzyoobi ni (wa) cici ga kamera o kuremasita.**
"(My) father gave me a camera on my birthday."
- b. **Cici wa otanzyoobi ni kamera o kuremasita.**
- c. **Kamera wa otanzyoobi ni cici ga kuremasita.**

B. Vocabulary:

- | | | | |
|------|---------|------------|-------------|
| C.N. | アイスクリーム | aisukurīmu | "ice cream" |
| | ボーナス | bōonasu | "bonus" |
| | ぼうし | boosi | "hat" |

文房具	bunbóogu	"stationery, writing materials"
中学	cyúugaku	"junior high school"
デザート	dezáato	"dessert"
御用聞き	goyóokiki	"delivery boy"
書き方	kakikáta	"how to write"
-方	-kata	"how to ..., way of ..."
家内	kánai	"(my) wife"
言葉	kotobá	"language, word"
(お)客	(o)kyaku	"guest, visitor"
(お)肉	oníku, nikú	"meat"
おとうと	otootó	"younger brother"
すいせんじょう	suisenzyoo	"letter of recommendation"
(suisen V.N. "recommendation")		
(お)食後	(o)syokugo	"dessert"
時計	tokee	"watch, clock"
うた	utá	"song, (Japanese) poem"
-度	-do	"time(s)"
一年	icínen	"one year"
Ad.N. 去年	kyónen	"last year"
V.N. アルバイト	arubáito	"side job, part-time work"
御ちそう	gocisoo	"treat, feast, sumptuous"
意味	ími	"meaning" [repast]
V. 出す	dásu (st. v.) [t. v.]	"to send"
かまわない	kamawánai	"doesn't matter, do not care"
(This word is derived from kamáu "to mind, to care about," but the positive form is rarely used in this meaning.)		
かす	kasu (st. v.) [t. v.]	"to lend"
まいる	máiru (st. v.) [i. v.]	(humble of kúru, íku)
みがく	migaku (st. v.) [t. v.]	"to polish"
おごる	ogoru (st. v.) [t. v.]	"to treat"
とどける	todokéru (w. v.) [t. v.]	"to deliver, to report"

Pre. そんな sonna "that kind"

C. そうそう sóo sóo "oh, yes"

Expression

おかまいなく。 Okamai náku. "Don't bother (about me)."

C. Pattern Practice:

I. この本は、父に送ってもらいました。

(Change the verb **morau** if necessary.)

1. 母 この本は、母に送ってもらいました。
2. あなた この本は、あなたに送っていただきました。
3. 学長 この本は、学長に送っていただきました。
4. 主人 この本は、主人に送ってもらいました。

II. 毎日、女中に部屋をそうじしてもらいます。

1. くつをみがく 毎日、女中にくつをみがいてもらいます。
2. 御はんを作る 毎日、女中に御はんを作ってもらいます。
3. せんたくする 毎日、女中にせんたくしてもらいます。
4. 手紙^{がみ}を出す 毎日、女中に手紙^{がみ}を出してもらいます。

III. 先生にこの言葉の意味を教えてくださいました。

1. すいせんじょうを書く
先生にすいせんじょうを書いていただきました。
2. 日本^{はなし}の話^{はなし}を話す
先生に日本^{はなし}の話^{はなし}を話していただきました。
3. かん字の書き方を教える
先生にかん字の書き方を教えていただきました。
4. 日本^{はなし}のうたをうたう
先生に日本^{はなし}のうたをうたっていただきました。

C. Pattern Practice (Translation):

I. I had my father send me this book.

- | | |
|-------------------------|--|
| 1. my mother | I had my mother send me this book. |
| 2. you | I had you send me this book. |
| 3. university president | I had our president send me this book. |
| 4. my husband | I had my husband send me this book. |

II. I have the maid clean my room every day.

- | | |
|---------------------|--|
| 1. to shine shoes | I have the maid shine my shoes every day. |
| 2. to fix the meals | I have the maid fix the meals every day. |
| 3. to laundry | I have the maid do the laundry every day. |
| 4. to mail letters | I have the maid mail my letters every day. |

III. The teacher told me the meaning of this word.

- | | |
|---|--|
| 1. to write a letter of recommendation | The teacher wrote a letter of recommendation for me. |
| 2. to tell a Japanese story | We had the teacher tell us a Japanese story. |
| 3. to teach how to write Chinese characters | The teacher taught us how to write Chinese characters. |
| 4. to sing a Japanese song | The teacher sang us a Japanese song. |

IV. 子供におもちゃを買ってやりました。

1. 家内 ぼうし 家内にぼうしを買ってやりました。
2. おとうと 辞書 おとうとに辞書を買ってやりました。
3. いもうと 時計 いもうとに時計を買ってやりました。
4. 赤ちゃん ミルク 赤ちゃんにミルクを買ってやりました。

V. 本をかして上げましょうか。

1. コーヒーをおごる コーヒーをおごって上げましょうか。
2. 御ちそうする 御ちそうして上げましょうか。
3. おさをあらう おさをあらって上げましょうか。
4. 行く 行って上げましょうか。

VI. くつをみがかせて下さい。

1. そうじする そうじさせて下さい。
2. 行く 行かせて下さい。
3. 書く 書かせて下さい。
4. 読む 読ませて下さい。

VII. きのう女中にくつ下をあらってもらいました。

(Answer the following questions.)

1. いつ女中にくつ下をあらってもらいましたか。
きのうです。
2. だれにくつ下をあらってもらいましたか。
女中にあらってもらいました。
3. 女中に何をしてもらいましたか。
くつ下をあらってもらいました。
4. 女中に何をあらってもらいましたか。
くつ下をあらってもらいました。

IV. I bought some toys for the children.

1. my wife hat I bought a hat for my wife.
2. younger brother dictionary
I bought a dictionary for my younger brother.
3. younger sister watch
I bought a watch for my younger sister.
4. baby milk
I bought some milk for the baby.

V. Shall I lend you a book ?

1. to treat to coffee Shall I treat you to coffee ?
2. to treat you to a meal Shall I treat you to a meal ?
3. to wash dishes Shall I wash the dishes for you ?
4. to go Shall I go for you ?

VI. Let me polish your shoes for you.

1. to clean Let me do the cleaning for you.
2. to go Let me go for you.
3. to write Let me write it for you.
4. to read Let me read it for you.

VII. I had the maid wash my socks yesterday.

1. When did you have the maid wash your socks ? Yesterday.
2. Whom did you have wash your socks ?
I had the maid wash them.
3. What did you have the maid do for you ?
I had her wash my socks.
4. What did you have the maid wash for you ?
I had her wash my socks.

D. Conversation:

1. あしたお客があつていそがしいのですが、手伝って下さいませんか。
2. はい、何をしましょうか。
3. お料理したり、テーブルを作ったりしていただきたいです。
4. 何か買物して上げましょうか。
5. そうですね。やさいや肉は、御用聞きにとどけてもらいますからいいです。食後のアイスクリームとおかしは、主人に買って来てもらいます。
6. では、もう何もいりませんか。
7. あ、そうそう、テーブルの花がもう古くなったから、買って来て下さい。
8. どんな花がいいですか。
9. 何でもかまいません。今はきくがたくさんありますね。
10. そうですね。では、きくを買って来ましょう。何本位いりますか。
11. かびんが二つありますから、15本位ほしいですね。
12. しょうちしました。私は、おそうじやおさらあらいが好きですから、どうぞさせて下さい。
13. ありがとうございます。そんなことは、女中にしてもらいますから、おかまいなく。
14. そうですか。では、あしたまいります。

D. Conversation (Pronunciation Key):

1. Asita okyaku ga atte / isogashi no desu ga / tecudatte kudasaimasen ka.
2. Hai / nani o simasyoo ka.
3. Oryoori sitari / teeburu o cukuttari site itadakitai desu.
4. Nani ka kaimono site agemasyoo ka.
5. Sôo desu né. Yasai ya nikû wa / goyôokiki ni todokete moraimasu kara / ii desu. Syokugo no aisukurîmu to okasi wa / syûzin ni kattê kitê moraimasu.
6. Déwa / moo nani mo irimasen ka.
7. Â / sôo sôo / teeburu no hanâ ga / moo hûrûku natta kara / kattê kitê kudasai.
8. Dônnâ hanâ ga ii desu ka.
9. Nan demo kamaimasen. Ima wa kikû ga takusan arimasu né.
10. Sôo desu né. Déwa / kikû o katte kimasyoo. Nanbongurai irimasu ka.
11. Kabin ga hutacu arimasu kara / zyuugohongurai hosii desu né.
12. Syoocî simasita. Watakusi wa / osôozi ya osaraârai ga sukî desu kara / dôozo sasete kudasai.
13. Arigatoo gozaimasu ga / sonna kotô wa / zyocyuu ni site moraimasu kara / okamai naku.
14. Sôo desu ka. Déwa / asita mairimasu.

Conversation—Informal (two girls):

1. あしたお客があつていそがしいんだけど、手伝ってくれない?
2. ええ、何をしましょう。
3. お料理したり、テーブルを作ったりしていただきたいわ。
4. 何か買物して上げましょうか。
5. そうね。やさいや肉は、御用聞きにとどけてもらうからいいわ。食後のアイスクリームとおかしは、主人に買って来てもらうわ。
6. じゃ、もう何もいらない?
7. あ、そうだ。テーブルの花がもう古くなったから、買って来てちょうだい。
8. どんな花がいい?
9. 何でもかまわないわ。今は、きくがたくさんあるわね。
10. そうね。じゃ、きくを買って来ましょう。何本位いる?
11. かびんが二つあるから、15本位ほしいわ。
12. 分かったわ。あたし、おそうじやおさらあらい好きだから、させて。
13. ありがとう。でも、そんなことは、女中にしてもらうから、おかまいなく。
14. そう? じゃ、あした来るわ(ね)。

Conversation (English Key):

1. I'll be busy tomorrow because I'm having some guests. Could you help me?
2. Certainly. What can I do (for you)?
3. I'd like to ask you to cook or set the table.
4. Shall I do some shopping (for you)?
5. Well, no. I'll ask the delivery boy to bring the vegetables and meat. I'll ask my husband to get some ice-cream and cookies for dessert.
6. Then, you don't need anything else?
7. Oh, yes! The flowers on the table are getting old. Would you buy some?
8. What sort of flowers do you want?
9. Anything would be all right. Chrysanthemums are plentiful now, aren't they?
10. That's right. Then, I'll get some chrysanthemums. How many do you want?
11. We have two vases. So we'll want about fifteen.
12. All right. I like to clean and wash dishes, so please let me do that for you.
13. Thank you, but I'll ask the maid to do that. You don't need to bother.
14. All right. Then, I'll see you tomorrow.

E. Reading and Writing:

お客があると、家内がいそがしいので、私も手伝ってやります。テーブルを作ったり、花や食後のデザートを買って来てやったりします。日本では、花はわりに安いです。やさいや肉は、御用聞きに持って来てもらいます。子供のお守りは、大てい学生アルバイトにしてもらいますが、アルバイトが見つからなければ、私がします。お客がたくさんあれば、私はおさらあらいも手伝いますが、おさらあらいは面白くて好きです。

私は、一年に二度ボーナスをもらいますが、その時には、家内や子供に何か買ってやります。去年、家内に時計を買ってやりました。子供には、大ていおもちゃや文房具を買ってやります。私は子供が二人居ます。一人は中学二年ですから、時々、勉強を手伝ってやります。むずかしい言葉の意味を教えたり、かん字の書き方を教えたりしてやります。

お 客	220. [客] okyaku		時 々	tokidoki
家 内	221. [内] kanai	時 (43)	六 時	rokuzi
安 い	222. [安] yasui		時 計	tokee
肉	223. [肉] niku	言 (196)	{ 言 う	iu [yuu]
面白い	224. [面] omosiroi		{ 言 葉	kotoba
去 年	225. [去] kyonen		{ 夕 方	yuugata
時 計	226. [計] tokee	方 (82)	{ 方 法	hoohoo
文房具	227. [房] bunboogu		{ 書き方	kakikata
	228. [具] bunboogu			
言 葉	229. [葉] kotoba			
意 味	230. [意] imi			
	231. [味] imi			

E. Reading (Transcription in Romaji):

Okyaku ga aru to, kanai ga isogashii node, watakushi mo tecudatte yarimasu. Teeburu o cukuttari, hana ya syokugo no dezaato o katte kite yattari simasu. Nihon de wa, hana wa warini yasui desu. Yasai ya niku wa, goyookiki ni motte kite moraimasu. Kodomo no omori wa, taitee gakusee arubaito ni site moraimasu ga, arubaito ga micukaranakereba, watakushi ga simasu. Okyaku ga takusan areba, watakushi wa osaraarai mo tecudaimasu ga, osaraarai wa omosirokute suki desu.

Watakushi wa, icinen ni nido boonasu o moraimasu ga, sono toki ni wa, kanai ya kodomo ni nani ka katte yarimasu. Kyonen, kanai ni tokee o katte yarimasita. Kodomo ni wa, taitee omocya ya bunboogu o katte yarimasu. Watakushi wa kodomo ga hutari imasu. Hitori wa cyuugaku ninen desu kara, tokidoki, benkyoo o tecudatte yarimasu. Muzukasii kotoba no imi o osietari, kanzi no kakikata o osietari site yarimasu.

Reading (Translation):

My wife is busy when we have guests, so I pitch in, too. I set the table or go out and buy flowers or dessert. In Japan flowers are comparatively cheap. We have the delivery boy bring the vegetables and meat. We usually have a college student baby sit for us, but when we can't find anyone, I do it myself. Whenever we have a lot of guests, I wash dishes and help out. Dish washing is fun. I like it.

I receive a bonus twice a year, and when I do I buy something for my wife and children. Last year I bought my wife a watch. For the children I usually buy toys or materials for writing. I have two children. One of them being in second year junior high, I sometimes help him with his studies. I teach him the meanings of difficult words, how to write his characters, and so forth.

LESSON 26

A. Patterns: How to Express Potentiality

1. V-(r)u koto ga dekiru.
2. V-(r)areru.
3. V(st.v.)-eru.
4. (V.N.) suru. → (V.N.) dekiru.

Examples:

1. (w. v.) Osasimi o taberu koto ga dekimasu. "I can eat raw fish."
 (st. v.) Asita iku koto ga dekimasu. "I can go tomorrow."
 (irr. v.) Tenisu o suru koto ga dekimasu. "I can play tennis."
Asita kuru koto ga dekimasu. "I can come tomorrow."
2. (w. v.) Osasimi^o_{ga} taberaremasu. "I can eat raw fish."
 (st. v.) Asita ikaremasu. "I can go tomorrow."
 (irr. v. kuru) Asita koraremasu. "I can come tomorrow."
3. (st. v.) Asita ikemasu. "I can go tomorrow."
4. (irr. v. suru)
Watakusi wa tenisu ga dekimasu. "I can play tennis."
Kyoo benkyoo dekimasu. "I can study today."

Grammar:

1. These patterns are used to show potentiality.
 - (1) In the first pattern, the dictionary form of any verb is used.
 - (2) The passive form is used for the second pattern. Very few strong verbs are used in this pattern. Suru, an irregular verb, is not used in this pattern.
 - (3) The potential form used in the third pattern can be made only from strong verbs, e. g.,
kaku → kakéru, kakénai, káketa, kákete, káketara, kakéreba
kake-másu, -masén, -másita, -maséndesita
 - (4) The fourth pattern is to make verbal nouns + suru potential through the use of the verb dekiru. This can be done by replacing suru with dekiru.
2. The most used pattern is the second pattern for weak verbs and kuru, the third pattern for strong verbs, and the fourth for suru.
3. Note the usage of particles, especially in the fourth pattern.

B. Vocabulary:

C.N.

-以 上	-ízyoo	"more than"
オーバー	óobaa	"overcoat"
(お)さしみ	(o)sasimi, sasimí	"(sliced) raw fish"
せんたく機	sentákuki	"washing machine"
週 末	syuumacu	"week end"

V.N.

ドライブ	doráibu	"a drive"
演 説	enzecu	"speech"
意 見	íken	"opinion"
運 転	untén	"a drive"

Ad.N.

(二) か月	(ni)kágecu	"(two) months"
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V.

はじめる	hazimeru (w. v.) [t. v.]	"to begin"
おぼえる	oboéru (w. v.) [t. v.]	"to remember"
す る	suru (irr. v.) [i. v.]	"to cost"

A.

みじかい	mizikái	"short"
長 い	nagái	"long"

Ad.

こん 根気よく	konkiyóku	"patiently, perseveringly"
なかなか	nakanaka (with neg.) (with aff.)	"by no means, not easily, "very, quite" [far from]"
特 に	tókuni	"specially, particularly"
も う	móo	"already"

C. Pattern Practice:

I. 一万円でカメラが買えますか。

1. 自動車 一万円で自動車が買えますか。
2. 自転車 一万円で自転車が買えますか。
3. せんとく機 一万円でせんとく機が買えますか。
4. オーバー 一万円でオーバーが買えますか。

II. 日本語で質問出来ます。

1. 演説 日本語で演説出来ます。
2. そうだん 日本語でそうだん出来ます。
3. れんらく 日本語でれんらく出来ます。
4. 買物 日本語で買物出来ます。

III. 日本語で演説することが出来ますか。

1. 話す 日本語で話すことが出来ますか。
2. 手紙^{がみ}を書く 日本語で手紙^{がみ}を書くことが出来ますか。
3. 電話をかける 日本語で電話をかけることが出来ますか。
4. そうだんする 日本語でそうだんすることが出来ますか。

IV. 五時に食べられますか。

1. 起きる 五時に起きられますか。
2. 来る 五時に来られますか。
3. 行く 五時に行かれますか。
4. はじめる 五時にはじめられますか。

V. 毎日十五時間は働けません。

(Choose the proper potential form.)

1. ねむる 毎日十五時間はねむれません。
2. あるく 毎日十五時間はあるけません。
3. 教える 毎日十五時間は教えられません。
4. 勉強する 毎日十五時間は勉強出来ません。

C. Pattern Practice (Translation):

I. Can you buy a camera for 10,000 yen?

1. car Can you buy a car for 10,000 yen?
2. bicycle Can you buy a bicycle for 10,000 yen?
3. washing machine Can you buy a washing machine for 10,000 yen?
4. overcoat Can you buy an overcoat for 10,000 yen?

II. I can ask questions in Japanese.

1. speech I can make a speech in Japanese.
2. consultation I can hold consultations in Japanese.
3. contact I can contact people in Japanese.
4. shopping I can do my shopping in Japanese.

III. Can you make a speech in Japanese?

1. to speak Can you speak in Japanese?
2. to write a letter Can you write a letter in Japanese?
3. to make a telephone call Can you make a telephone call in Japanese?
4. to consult Can you consult with him in Japanese?

IV. Can you eat at five o'clock?

1. to get up Can you get up at five o'clock?
2. to come Can you come at five o'clock?
3. to go Can you go at five o'clock?
4. to begin Can you begin at five o'clock?

V. I can't work fifteen hours a day.

1. to sleep I can't sleep fifteen hours a day.
2. to walk I can't walk fifteen hours a day.
3. to teach I can't teach fifteen hours a day.
4. to study I can't study fifteen hours a day.

VI. (Answer the following questions.)

1. 一万円でカメラが買えますか。

* はい、安いのは買えます。

** いいえ、とても買えません。

いいカメラは買えません。

2. 日本語で話すことが出来ますか。

はい、少し(なら)出来ます。

いいえ、まだ出来ません。

3. あした五時に起きられますか。

はい、多分起きられるでしょう。

いいえ、とても起きられません。

* (安い)の

“(inexpensive) one” (Cf. p. 252)

** とても (with neg.)

“cannot possibly, none at all”

VI.

1. Can I buy a camera for 10,000 yen?
Yes, a cheap one you can.
No, it would be impossible.
You couldn't buy a good one.
2. Can you speak Japanese?
Yes, I can speak a little.
No, I can't speak it yet.
3. Can you get up at five tomorrow?
Yes, I think I can.
No, I couldn't possibly do it.

D. Conversation:

1. あなたは、日本語をどの位習いましたか。
2. もう一か月半習いました。
3. 日本の新聞が読めますか。
4. いいえ、まだ読めません。かん字は、まだ 250 位しか習って(い)ませんから。
5. 会話は出来ますか。
6. そうですね。やさしいことは言えますが、^{むずか}難しいことは言えません。
7. 毎日、いくつ位言葉を習いますか。
8. 20位ずつ習いますが、なかなかおぼえられないので、困って(い)ます。
9. 時間をかけて、^{こん}根気よくやって下さい。
10. はい、そうしましょう。

Conversation—Informal (a boy and a girl):

1. きみ、日本語、どの位習った?
2. もう一か月半習ったわ。
3. 日本の新聞読める?
4. ううん、まだよ。かん字は、まだ 250 位しか習ってないから。
5. 会話、出来る?
6. そうね、やさしいことは言えるけど、^{むずか}難しいことは言えないわ。
7. 毎日、いくつ位言葉習う?
8. 20位ずつ習うけど、なかなかおぼえられないので、困ってるの。
9. 時間かけて、^{こん}根気よくやるんだね。
10. ええ、そうするわ。

D. Conversation (Pronunciation Key):

1. Anáta wa / nihōngo o donogurai naraimásita ka.
2. Móo ikkagecu-hán naraimásita.
3. Nihon no sinbun ga yomemásu ka.
4. Iie / máda yomemasēn. Kanzi wa / máda nihyaku-gozyuugúrai sika / narátte (i)masēn kara.
5. Kaiwa wa dekimásu ka.
6. Sáo desu né. Yasasii kotó wa iemásu ga / muzukasii kotó wa iemasēn.
7. Máinic̣ / ikucugúrai kotobā o naraimásu ka.
8. Nizyuuguraizúcu naraimásu ga / nakanaka oboerarénai node / komátte (i)másu.
9. Zikan o kárete / konkiyóku yatte kudasāi.
10. Háí / soo simasyóo.

Conversation (English Key):

1. How long have you studied Japanese?
2. I have already studied one and a half months.
3. Can you read Japanese newspapers?
4. No, I can't read them yet. I have learned only about 250 characters so far.
5. Can you carry on a conversation?
6. Well, I can say simple things, but I can not say difficult things.
7. About how many words do you learn everyday?
8. I learn about 20 each day, but I can't remember them easily; it really has me up a tree.
9. Just take time and be patient.
10. Yes, I'll try to do so.

E. Reading and Writing:

私達は、九月から日本語を習っています。もう一か月半習いました。毎日新しい言葉を二十位ずつ習います。新しいかん字を十位ずつ習いますが、なかなかおぼえられないので、週末に、特に勉強します。

やさしい会話は出来ますが、難しいことはまだ言えません。みじかい手紙を書くことは出来ますが、長い手紙を書くことは出来ません。まだ日本語では自分の意見が言えません。演説も出来ません。日本の映画やテレビは、少し分かります。

お休みには、時々映画を見たり、ドライブしたりします。私は、自動車の運転が出来ますが、お金がないので買えません。日本では、自動車は三十万円以上するでしょう。せんとく機やカメラは、どの位するでしょう。安いカメラは、八千円位で買えますが、いいカメラは、もっと高いと思います。

ドライブ [ド] do

習	う	232. [習]	<u>narau</u>	長 (163)	{ 学 長 <u>gakucyoo</u>
週	末	233. [末]	<u>syuumacu</u>		{ 長 い <u>nagai</u>
特	に	234. [特]	<u>tokuni</u>	見 (78)	{ 見 る <u>miru</u>
演	説	235. [演]	<u>enzecu</u>		{ 意 見 <u>iken</u>
		236. [説]	<u>enzecu</u>	金 (69)	{ 金 曜 <u>kinyoo</u>
運	転	237. [転]	<u>unt<u>en</u></u>		{ お 金 <u>okane</u>
三十万円		238. [万]	<u>sanzyuuman<u>en</u></u>		
		239. [円]	<u>sanzyuuman<u>en</u></u>		
以	上	240. [以]	<u>izyoo</u>		
せんとく機		241. [機]	<u>sentak(u)ki</u>		
八 千 円		242. [千]	<u>hasse<u>nen</u></u>		

E. Reading (Transcription in Romaji):

Watakusitaci wa, kugacu kara nihongo o naratte imasu. Moo ikkagecu-han naraimasita. Mainici atarasii kotoba o nizyuuguraizucu naraimasu. Atarasii kanzi o tooguraizucu naraimasu ga, nakanaka oboerarenai node, syuumacu ni, tokuni benkyoo simasu.

Yasasii kaiwa wa dekimasu ga, muzukasii koto wa mada iemasen. Mizikai tegami o kaku koto wa dekimasu ga, nagai tegami o kaku koto wa dekimasen. Mada nihongo de wa zibun no iken ga iemasen. Enzecu mo dekimasen. Nihon no eega ya terebi wa, sukosi wakarimasu.

Oyasumi ni wa, tokidoki eega o mitari, doraibu sitari simasu. Watakusi wa, zidoosya no unten ga dekimasu ga, okane ga nai node kaemasen. Nihon de wa, zidoosya wa sanzyuumanen izyoo suru desyoo. Sentak(u)ki ya kamera wa, donogurai suru desyoo. Yasui kamera wa, hassenengurai de kaemasu ga, ii kamera wa, motto takai to omoimasu.

Reading (Translation):

We have been learning Japanese since September. We've already been learning for a month and a half. We learn about 20 new words every day. We learn about 10 new characters every day, but because I have such a hard time remembering them, I study particularly hard over the week ends.

I can do simple conversation, but I can't say difficult things yet. I can write a short letter, but not a long one. I still can't give my opinions in Japanese. I wouldn't be able to make a speech, either. Japanese movies and TV I understand a little.

During the holidays I sometimes go to the movies or for drives. I can drive a car, but I can't buy one because I don't have any money. I suppose a car in Japan costs over 300,000 yen. About how much do washing machines and cameras run? You can get a cheap camera for about 8,000 yen but I would think a good camera is more expensive than that.

LESSON 27

A. Patterns: Noun Modifier 2.

_____ N.

1. <u>Pren.</u>	}	N.
2. <u>N. + no/na</u>		
3. <u>A.</u>		
4. <u>V.</u>		

Examples:

1. **kone hon** "this book"
2. **watakusi no hon** "my book, (a book of mine)"
- kiree na hon** "a beautiful book, (a book which is beautiful)"
3. **omosiroi hon** "an interesting book, (a book which is interesting)"
- omosiroku nai hon** "an uninteresting book, (a book which is not interesting)"
- omosirokatta hon** "a book which was interesting"
4. **minna {no/ga} yomu hon** "a book which everybody reads"
- minna {no/ga} yonda hon** "a book which everybody read"
- minna {no/ga} yonde (i)ru hon** "a book which everybody is reading"
- minna {no/ga} yomanai hon** "a book which nobody reads"
- minna {no/ga} yomeru hon** "a book which everybody can read"
- minna ni yomareru hon** "a book (which is) read by everybody"
- minna ni yomaseru hon** "a book (which is) required for everybody"
- minna {no/ga} yomitai hon** "a book which everybody wants to read"

Grammar:

1. This slot (Noun Modifier) is filled by,
 - a. a prenoun (Example 1)
 - b. a noun plus **no** (Example 2) (**na** in the case of an adjectival noun)
 - c. an adjective (Example 3)
 - d. a verb (Example 4).

- (a. and b. were introduced in Lesson 2.)
2. There are a few cases in which the modifier can be an adverb.
(Cf. L. 7, Grammar 4.)
 3. Several noun modifiers may occur together, usually following the order of a. b. c. & d. However, a noun usually is modified by only one or two noun modifiers.
 4. Any V/A-final forms except the volition **-(y)oo** can be used in the noun modifier.
 5. Notice the following points,
 - a. for the subject of a noun modifier **ga** or **no** is used, but **wa** is never used, and
 - b. almost always the informal style is used.
 6. Just as in the case of the subject of a sentence, the subject of a noun modifier can also be omitted, but its omission might cause some misunderstanding.

“the person who wrote a letter” **tegami o kaita hito**

“the person to whom I wrote a letter”

(**watakusi** ^(no)/_{ga}) **tegami o kaita hito**

B. Vocabulary:

C.N.	アルバム	árubamu	“photo album”
	ぼく師	bókusi	“pastor, minister”
	デスク	désuku	“(circulation) desk”
	学生課	gakuseeka	“Student Affairs Section”
	かみ	kamí	“hair”
	神	kámi	“God, the Lord, god, deity”
	かさ	kása	“umbrella”
	方	katá	“person” (always modified, honorific equivalent of hito)
	研究所	kenkyuuzyo	“research institute”
	クリニック	kurínikku	“clinic”
	(お)ねえさん/あね	(o)néesan/ane	“older sister / my older sister”

	(お) にいさん/あに	(o)níisan/áni	“older brother / my older brother”
	参考書	sankoosyo	“reference book”
	新聞社	sinbúnsya	“newspaper company”
	神 学	singaku	“theology”
Ad.N.	今 度	kóndo	“this time, next time”
V.	あずける	azukéru	(w. v.) [t. v.] “to deposit (money in a bank); to check (baggage), to place in another’s custody”
	(辞書を) 引く	(zísyo o) hiku	(st. v.) [t. v.] “to consult (a dictionary), to pull”
	いそぐ	isógu	(st. v.) [i. v.] “to hurry”
	信じる	sinzíru	(w. v.) [t. v.] “to believe (in)”
	調べる	sirabéru	(w. v.) [t. v.] “to investigate, to examine, to check up, to look up (a word)”
	す く	suku	(st. v.) [i. v.] “to get less crowded, to become empty”
	onaka ga suku		“to get hungry, (the stomach becomes empty)”
	受け取る	uketoru	(st. v.) [t. v.] “to receive, to take, to get”
A.	したしい	sítasíi	“intimate”
Ad.	いっしょうけんめい(に)	issyookénmee(ni)	“as hard as possible, with all one’s might”
	本当に	hontooni	“really, indeed”

DISTRIBUTION OF CHARACTERS

(Lesson)	(Number of New Characters)	(Character-number)	(Number of Additional Readings)
1.	5	(1— 5)	0
2.	7	(6— 12)	4
3.	6	(13— 18)	0
4.	8	(19— 26)	2
5.	8	(27— 34)	2
6.	7	(35— 41)	0
7.	8	(42— 49)	2
8.	10	(50— 59)	1
9.	11	(60— 70)	5
10.	12	(71— 82)	6
11.	5	(83— 87)	0
12.	8	(88— 95)	4
13.	9	(96—104)	1
14.	11	(105—115)	0
15.	10	(116—125)	2
16.	8	(126—133)	5
17.	8	(134—141)	3
18.	10	(142—151)	3
19.	12	(152—163)	4
20.	10	(164—173)	2
21.	12	(174—185)	3
22.	9	(186—194)	3
23.	14	(195—208)	2
24.	11	(209—219)	5
25.	12	(220—231)	3
26.	11	(232—242)	3
27.	14	(243—256)	6
28.	13	(257—269)	3
29.	11	(270—280)	5
30.	10	(281—290)	3
31.	15	(291—305)	2
32.	11	(306—316)	9
33.	12	(317—328)	5
34.	11	(329—339)	4
35.	7	(340—346)	3
36.	9	(347—355)	6
37.	7	(356—362)	4
38.	11	(363—373)	7
39.	13	(374—386)	4
40.	14	(387—400)	8

C. Pattern Practice:

I. あのかみの長い学生は、だれですか。

1. せの高い あのせの高い学生は、だれですか。
2. 目の大きい あの目の大きい学生は、だれですか。
3. 辞書を引いて(いる) あの辞書を引いて(いる)学生は、だれですか。
4. 参考書を調べて(いる) あの参考書を調べて(いる)学生は、だれですか。

II. 今本を読んで(いる)子供は、私のおとうとです。

1. 歩く 今歩いて(いる)子供は、私のおとうとです。
2. あそぶ 今あそんで(いる)子供は、私のおとうとです。
3. おかしを受け取る 今おかしを受け取って(いる)子供は、私のおとうとです。
4. 勉強する 今勉強して(いる)子供は、私のおとうとです。

III. きのう来た人は、ある会社につとめて(い)ます。

1. 大学 きのう来た人は、ある大学につとめて(い)ます。
2. 新聞社 きのう来た人は、ある新聞社につとめて(い)ます。
3. 研究所 きのう来た人は、ある研究所につとめて(い)ます。
4. 工場 きのう来た人は、ある工場につとめて(い)ます。

IV. 先週来た人は、学生です。

1. 会う 先週会った人は、学生です。
2. 話す 先週話した人は、学生です。
3. 頭がいたい 先週頭がいたかった人は、学生です。
4. 親切だ 先週親切だった人は、学生です。

C. Pattern Practice (Translation):

I. Who is that student who has long hair?

1. tall Who is that tall student?
2. large eyes Who is that student with the large eyes?
3. consulting the dictionary Who is that student consulting the dictionary?
4. consulting a reference book Who is that student consulting a reference book?

II. The child who is reading a book now is my little brother.

1. to walk The child who is walking now is my little brother.
2. to play The child who is playing now is my little brother.
3. to receive cake The child who is receiving a piece of cake now is my little brother.
4. to study The child who is studying now is my little brother.

III. The person who came yesterday works for a certain company.

1. university The person who came yesterday works for a certain university.
2. newspaper (company) The person who came yesterday works for a certain newspaper.
3. research institute The person who came yesterday works for a certain research institute.
4. factory The person who came yesterday works for a certain factory.

IV. The person who came last week is a student.

1. to meet The person I met last week is a student.
2. to talk The person I talked to last week is a student.
3. to have a headache The person who had a headache last week is a student.
4. kind The person who was so kind to me last week is a student.

V. 本が読みたい時は、どこへ行きますか。

1. コーヒーをのむ コーヒーがのみたい時は、どこへ行きますか。
2. 下宿の相談をする 下宿の相談をしたい時は、どこへ行きますか。
3. かさをかう かさを買いたい時は、どこへ行きますか。
4. お金をあずける お金をあずけたい時は、どこへ行きますか。

VI. (Answer the following questions.)

1. 本が読みたい時は、どこへ行きますか。
図書館へ行きます。
2. おなかがすいた時は、どこへ行きますか。
食堂へ行きます。
3. 下宿の相談をしたい時は、どこへ行きますか。
学生課^かへ行きます。
4. 頭がいたい時は、どこへ行きますか。
クリニックへ行きます。
5. 勉強の方法が分からない時は、どこへ行きますか。
先生^{ところ}の所へ行きます。

D. Conversation:

1. これはアルバムですね。見せて下さいませんか。
2. ええ、どうぞ。これは中学に居た時の写真^{しや}です。
3. あなたのとなりでわらって(い)る方は、おにいさんですか。
4. いいえ、おとうとですよ。この立って(い)るのがあにです。
5. このかみの長い方は、おねえさんでしょう。
6. はい、そうです。それから、これは私の大学の時のです。

- V. Where does one go when he wants to read a book?
1. to drink coffee Where does one go when he wants a cup of coffee?
 2. to seek advice about a rooming house
 Where does one go when he wants advice about a rooming house?
 3. to buy an umbrella Where does one go when he wants to buy an umbrella?
 4. to deposit money Where does one go when he wants to deposit some money for safe-keeping?

- VI.
1. Where does one go when he wants to read a book?
 He goes to the library.
 2. Where does one go when he is hungry?
 He goes to the dining hall.
 3. Where does one go when he wants advice about lodging?
 He goes to the Student Affairs Section.
 4. Where does one go when he has a headache?
 He goes to the clinic.
 5. Where does one go when he doesn't know how he should study?
 He goes to his teacher.

D. Conversation (Pronunciation Key):

1. Kore wa árubamu desu né. Mísete kudasaimasēn ka.
2. Êe / dóozo. Kore wa / cyúugaku ni ita toki no syasin dēsũ.
3. Anáta no tonari de waratte (i)ru katã wa / oníisan desũ ka.
4. Iie / ootoótó desu yó. Kono tátte (i)ru no ga ãni desũ.
5. Kono kami no nagái katã wa / onéesan desyoo?
6. Háí / sóo desũ. Sorekara / kore wa / watakusi no daigaku no toki nó desũ.

7. まん中にかけて(い)る方は教授ですか。
8. そうです。文学の教授です。そのとなりに居るきれいな方は、おくさんです。
9. あなたの後ろに居るせの高い人は、お友達ですか。
10. はい、したい友達で、今、ある研究所につとめて(い)ます。

Conversation—Informal (two girls):

1. これ、アルバムね。見せてくれない？
2. ええ、どうぞ。これ、中学に居た時の写真よ。
3. あなたのとなりでわらってる方は、おにいさん？
4. いいえ、おとうとよ。この立ってるのがあによ。
5. このかみの長い方、おねえさんでしょう？
6. ええ、そうよ。それから、これ、あたしの大学の時
7. まん中にかけてる方は教授？ Lのよ。
8. そうよ。文学の教授よ。そのとなりに居るきれいな方は、おくさんよ。
9. あなたの後ろに居るせの高い人は、お友達(ですか)？
10. ええ、したい友達で、今、ある研究所につとめてるの。

E. Reading and Writing:

図書館には、色々の学生が居ます。歩いている人、参考書を調べている人、デスクで本を受け取っている人、もちろん本を読んでいる人も居ます。言葉の意味を知りたい人は、辞書を引きます。

あのかみの長い女子学生は、法律を勉強しています。ある研究所にはいるつもりです。

いそいで出口の方へ行く学生は、今度のバスにのって早く家に帰りたいのでしょう。とおくから通っているので、度々学生課に相談していますが、まだ下宿が見つ

7. Mannaka ni kámete (i)ru katã wa / kyoozyu desu ka.
8. Sôo desu. Búngaku no kyoozyu desu. Sono tonari ni iru / kfree na katã wa / ôkusan desu.
9. Anáta no usiro ni iru / sé no takã hitô wa / otomodaci desu ka.
10. Há / sítasí tomodaci de / íma / áru kenkyuuzyo ni cutômete (i)másu.

Conversation (English Key):

1. This is a photo album, isn't it? Won't you show it to me?
2. Certainly. This is a picture taken when I was in junior high school.
3. Is that person next to you who is smiling your older brother?
4. Oh no, that's my younger brother. This one standing is my older brother.
5. This person with long hair is your older sister, I suppose?
6. Yes, that's right. And this one was taken when I was in college.
7. Is the person sitting in the middle a professor?
8. Yes, a literature professor. The beautiful lady sitting next to him is his wife.
9. The tall person behind you —, is he a friend of yours?
10. Yes, he is a good friend of mine. He is now working in some research institute.

E. Reading (Transcription in Romaji):

Tosyokan ni wa, iroiro no gakusee ga imasu. Aruite iru hito, sankoosyo o sirabete iru hito, desuku de hon o uketotte iru hito, mociron hon o yonde iru hito mo imasu. Kotoba no imi o siritai hito wa, zisyo o hikimasu.

Ano kami no nagai zyosigakusee wa, hooricu o benkyoo site imasu. Aru kenkyuuzyo ni hairu cumori desu.

Isoide deguci no hoo e iku gakusee wa, kondo no basu ni notte, hayaku uci ni kaeritai no desyoo. Tooku kara kayotte iru node, tabitabi gakuseeka ni soodan site imasu ga, mada gesyuku ga micukarimasen.

Ryoo ni sunde iru gakusee wa, taitee yoru mo koko de benkyoo simasu.

かりません。

寮に住んでいる学生は、大てい夜もここで勉強します。

あの神学の本を読んでいる学生は、まだ神を信じられないので、今、いっしょうけんめい本を読んだり、ぼく師に相談したりしています。

図書館には、本当に色々の学生が居ます。

歩 く	243. [歩]	<u>aruku</u>	考 (38)	{ 考 え <u>kangae</u>
参考書	244. [参]	<u>sankoosyo</u>		{ 参考書 <u>sankoosyo</u>
調べる	245. [調]	<u>siraberu</u>	所 (110)	{ 台 所 <u>daidokoro</u>
受け取る	246. [受]	<u>uketoru</u>		{ 住 所 <u>zyuusyo</u>
知 る	247. [知]	<u>siru</u>		{ 研究所 <u>kenkyuuzyo</u>
引 く	248. [引]	<u>hiku</u>	通 (54)	{ 通 学 <u>cuugaku</u>
研究所	249. [研]	<u>kenkyuuzyo</u>		{ 通 う <u>kayou</u>
	250. [究]	<u>kenkyuuzyo</u>		{ 下 <u>sita</u>
早 く	251. [早]	<u>hayaku</u>	下 (89)	{ 下 さい <u>kudasai</u>
相 談	252. [相]	<u>soodan</u>		{ 下 宿 <u>gesyuku</u>
	253. [談]	<u>soodan</u>	宿 (74)	{ 新 宿 <u>sinzyuku</u>
神 学	254. [神]	<u>singaku</u>		{ 下 宿 <u>gesyuku</u>
信じる	255. [信]	<u>sinziru</u>	神 (254)	{ 神 学 <u>singaku</u>
本当に	256. [当]	<u>hontooni</u>		{ 神 <u>kami</u>

Ano singaku no hon o yonde iru gakusee wa, mada kami o sin-zirarenai node, ima, issyookennmee hon o yondari, bokushi ni soodan sitari site imasu.

Tosyokan ni wa, hontooni iroiro no gakusee ga imasu.

Reading (Translation):

There are various students in the library. Some are walking, some consulting reference works, some are checking books out at the desks, and, of course, some are reading. Those who want to know the meaning of a word consult a dictionary.

That girl student with the long hair is studying law. She plans to enter some research institute.

The student hurrying toward the door probably wants to catch the next bus and get home early. Since he has to commute some distance, he often goes to the Students Affairs Section for consultations, but he hasn't found a boarding house yet.

Students who live in the dormitories usually study here in the evening as well.

Because that student reading the theology book has not yet been able to believe in God, he is now doing a lot of reading and going for talks with the minister.

There are really all kinds of students in the library.

LESSON 28

- A. Patterns: (I) Noun to be Modified
(II) Noun Usually Modified 2.

Noun Modifier _____

Noun Modifier	C.N.
	V.N.
	Ad.N.

Examples:

1. **kono hon** "this book"
2. **kono benkyoo** "this study"
3. **kono hitocu** "this one, (one of these)"

Grammar:

1. This slot is filled by
 - a. C.N. (Example 1)
 - b. V.N. (Example 2)
 - c. Ad.N. (Example 3)
2. There are some nouns which are almost always modified. Some of these (**ue**, **sita**, **naka**, etc.) were introduced in Lesson 12, **cumori** and **hazu** in Lesson 21, **ato** in Lesson 17, **koto** in Lesson 26, **toki** in Lesson 24, and **kata** in Lesson 27.

These nouns often lose their original meanings and retain only the grammatical function of combining words.

Review the prepositional phrases in Lesson 12, and such expressions as **kaku koto ga dekiru** "to be able to write." (Cf. L. 26)

Here are some more examples:

- a. **Issyuukan no uci ni ikimasu.**
"I'll go there within a week."
Kuraku naranai uci ni kaerimasu.
"I'll return before it gets dark."
- b. **Syakai no tame ni hatarakimasu.**
"I'll work for society.
Byooki no tame ni yasumimasita.
"I was absent on account of sickness."
- c. **Kono hoka ni nani mo sirimasen.**
"Beyond this I know nothing."
- d. **Ame no yoo desu.** "It looks like rain."
Ano hito no yoo na kanemoci ni naritai desu.
"I'd like to be as rich as he."
Kurasu ni ma ni au yoo ni hayaku okimasita.
"I got up early so as to be in time for class."

- e. Amerika no hoo ga ookii desu. "America is larger."
 Hidari no hoo ni gakkoo ga arimasu.
 "There is a school on the left (side)."
 Uci ni kaetta hoo ga ii desu.
 "You had better go home."
 Watakusi no hoo no macigai desu.
 "The mistake is on my side. (It's my mistake.)"

3. Notice that **yoo** takes **na** instead of **no** before other nouns. (Cf. 2.d.)
 4. **Hoo ga ii** follows the dictionary form as well as the informal past form without changing its meaning. (Cf. 2.e.)

Uci e {kaetta
 {kaeru } hoo ga ii desu.

- * The particle **no** following a verb or an adjective acts like a noun and has the function of making the preceding statement a noun clause. (Cf. Reading and Writing)

ookii no "large one..., the one which is large..."
 okiru no "getting up..., to get up..., that (you) get up..."
 Nihongo o hanasu no wa / muzukasii desu.

"Speaking Japanese is difficult. (It's difficult to speak in Japanese.)"

Kurasu ni ma ni au yoo ni hayaku okiru no wa / gakusee no gimu desu. "Getting up early enough to get to classes on time is a student's obligation."

B. Vocabulary:
C.N.

外 国	gaikoku	"foreign country, unfamiliar country"
義 務	gimu	"duty, responsibility" (especially (1) that arising from one's status or position, as in "the <u>obligations</u> of a teacher", (2) that dictated by one's beliefs, as in, "my <u>duty</u> as a Christian," or (3) that felt toward one's country or its laws, as in, "the rights and <u>responsibilities</u> of a citizen.")
外	hoka	"outside, the others, the rest" (usually modified)
間 違 い	macigái	"mistake"
問 題	mondai	"questions, problems"
寒 さ	sámusa	"(the) cold, coldness"
社 会	syákai	"society"
主 義	syúgi	"principles, doctrine, ism, -ism (as in kyoosansyúgi , "communism")"
た め	tamé	"for the sake of, in order to, because (of)" (usually modified)
う ち 中	uci	"in, within (used with time), between, among (used with people, countries, etc.)" (usually modified)
A.N. 様	yóo	"appearance, so as to, in order to, mode, manner, kind, sort, the like" (usually modified)

V.N.

ち こ く	cikoku	"lateness, tardiness"
はんたい	hantai	"objection, opposition"
解 決	kaiecu	"solution, settlement"
関 係	kankee	"relation, connection"
心 配	sinpai	"worry, anxiety"

Ad.N. (一) 週間 (is) **syúukan** "(one) week"

V.

(義務を) はたす (gímu o) hatāsu (st. v.) [t. v.]

“to do (one's duty)”

生きる ikíru (w. v.) [i. v.]

“to live, to exist”

気をつける ki o cūkéru (w. v.) [i. v.]

“to be careful”

間違える macigaéru (w. v.) [t. v.]

“to make a mistake”

間違う macigáu (st. v.) [i. v.]

“to make a mistake”

間に合う ma ni áu (st. v.) [i. v.]

“to be on time”

なれる naréru (w. v.) [i. v.]

“to get used to, to become accustomed to, to become tame”

やめる yameru (w. v.) [t. v.]

“to stop”

A.

くらい kurai

“dark”

C. Pattern Practice:

I. おそくならない中^{うち}にやめましょう。

1. つかれる つかれない中^{うち}にやめましょう。
2. くらくなる くらくならない中^{うち}にやめましょう。
3. おなかがすく おなかがすかない中^{うち}にやめましょう。
4. 雨がふる 雨がふらない中^{うち}にやめましょう。

II. お金のために働きます。(Omit **no** if not necessary.)

1. 社会 社会のために働きます。
2. 生きる 生きるために働きます。
3. 家族 家族のために働きます。
4. 主義 主義のために働きます。

III. 中山さんは外国人の样です。(Omit **no** if not necessary.)

1. 中国人 中山さんは中国人の样です。
2. はんたい 中山さんははんたいの样です。
3. 分からない 中山さんは分からない样です。
4. 困って(い)る 中山さんは困って(い)る样です。

IV. 間違えない样に気をつけて下さい。

1. おくれる おくれない样に気をつけて下さい。
2. こわす こわさない样に気をつけて下さい。
3. ねむる ねむらない样に気をつけて下さい。
4. わらう わらわない样に気をつけて下さい。

V. 家へ帰った方^{うち}がいいです。

1. 早く行く 早く行った方がいいです。
2. 今食べる 今食べた方がいいです。
3. 義務をはたす 義務をはたした方がいいです。
4. 問題^{だい}を早く解決する 問題^{だい}を早く解決した方がいいです。

C. Pattern Practice (Translation):

I. Let's quit before it gets too late.

- | | |
|-------------------|--|
| 1. to be tired | Let's quit before we get tired. |
| 2. to become dark | Let's quit before it gets dark. |
| 3. to get hungry | Let's quit before we get hungry. |
| 4. to rain | Let's quit while it still isn't raining. |

II. We work for money.

- | | |
|--------------|---------------------------------------|
| 1. society | We work for society. |
| 2. to live | We work in order to live. |
| 3. family | We work for the sake of our families. |
| 4. principle | We work for our principles. |

III. Mr. Nakayama seems somewhat like a foreigner.

- | | |
|-----------------------|---|
| 1. Chinese | Mr. Nakayama seems somewhat like a Chinese. |
| 2. opposition | Mr. Nakayama seems to be in opposition. |
| 3. doesn't understand | Mr. Nakayama doesn't seem to understand. |
| 4. to be troubled | Mr. Nakayama seems to be troubled. |

IV. Be careful not to make any mistakes.

- | | |
|---------------|--------------------------------|
| 1. to be late | Be careful not to be late. |
| 2. to break | Be careful not to break it. |
| 3. to sleep | Be careful not to go to sleep. |
| 4. to laugh | Be careful not to laugh. |

V. We had better go home.

- | | |
|--------------------------------------|---|
| 1. to go quickly | We had better go quickly. |
| 2. to eat now | We had better eat now. |
| 3. to carry out one's responsibility | We had better carry out our responsibility. |
| 4. to solve the problem quickly | We had better solve the problem quickly. |

VI. 間違えない様に話して下さい。(Put **no** if necessary.)

1. 先生 先生の様に話して下さい。
2. 日本人 日本人の様に話して下さい。
3. 同じ 同じ様に話して下さい。
4. 私に分かる 私に分かる様に話して下さい。

VII. (Answer the following questions.)

1. あなたは何のために働きますか。
……ために働きます。
2. いつやめましょうか。……中^{うち}にやめましょう。
3. どう話しましょうか。……様に話して下さい。
4. 今どうした方がいいでしょうか。
……方がいいです。

D. Conversation:

- * 1. ヘイスさんは、今日^{きょう}もちこくですね。どうしたのですか。
2. すみませんが、夜よくねむれないので、朝起きられないのです。
3. 日本の寒さのためにねむれないのですか。
4. それも少し関係あると思いますが、その外に色々問題^{だい}があります。
5. それは困りますね。問題^{だい}は早く解決した方がいいですが、私に何か出来ることはありませんか。
6. ありがとうございます。もうすぐよくなると思いますから、どうぞ心配しないで下さい。
7. 外国でなれない生活をしたり、外国語を習ったりすることは、難^{むずかしい}しいでしょうね。
8. そうです。でも、なればいと思います。早くこの生活になれて、日本人の様に日本語が話せる様になりたいと思います。

VI. Please tell your story accurately. (Please don't make any mistakes when you speak.)

- | | |
|-----------------|---|
| 1. teacher | Please speak like the teacher. (Please imitate the teacher in your speech.) |
| 2. Japanese | Please speak like a Japanese. |
| 3. the same | Please speak in the same manner. |
| 4. I understand | Please speak so that I understand. |

VII.

- | | |
|----------------------------------|---|
| 1. For what purpose do you work? | I work in order to _____. |
| 2. When shall we quit? | Let's quit {while it is still _____.
before it gets _____. |
| 3. How shall I speak? | Please speak like _____. |
| 4. What should I do now? | You {should _____.
had better _____. |

D. Conversation (Pronunciation Key):

1. Héisusan wa / kyōo mo cikoku dēsu né. Dōo sītā no desu ka.
2. Sumimasén ga / yōru yōku nemurenāi node / āsa okirarēnai no desu.
3. Nihon no sāmusa no tamē ni nemurenāi no desu ka.
4. Sore mo sukōsī kankee āru to omoimāsu ga / sonōhoka ni / iroiro mondai ga arimāsu.
5. Sore wa komarimāsu né. Mondai wa / háyaku kaikesu sīta hōo ga ii desu ga / watakusi ni nāni ka dekīru kotō wa / arimasén ka.
6. Arigatoo gozaimāsu ga / moosūgu yōku nāru to omoimāsu kara / dōozo sinpai sināide kudasāi.
7. Gaikoku de / narēnai seekacu o sītāri / gaikokugo o narāttari suru kotō wa / muzukasī desyōo né.
8. Sōo desu. Démo / narēreba ii to omoimāsu. Háyaku kono seekacu in nārete / nihonzin no yōo ni / nihongo ga hanasēru yōo ni naritāi to omoimāsu.

9. 私に出来ることがあったら、何でも言って下さい。
11. ありがとうございます。

Conversation—Informal (a lady teacher and a student)

1. ヘイスさんは、今日もちこくね。どうしたの？
2. すみませんが、夜よくねむれないので、朝起きられないんです。
3. 日本の寒さのためにねむれないの？
4. それも少し関係あると思いますが、その外に色々問題があるんです。
5. それは困るわね。問題は早く解決した方がいいけど、私に何か出来ることない？
6. ありがとうございます、もうすぐよくなると思いますから、どうぞ心配しないで下さい。
7. 外国でなれない生活をしたり、外国語を習ったりすることは難しいでしょうね。
8. そうです。でも、なればよいと思います。早くこの生活になれて、日本人の様に日本語が話せる様になりたいと思います。
9. 私に出来ることがあったら、何でも言って下さいね。
10. ありがとうございます。

* When addressing people in Japanese, the one addressed can sometimes be treated as if he is the subject of the sentence. Study the following sentences.

Heisusan wa kyoo mo cikoku desu ne.

“Mr. Hays is late again today” or “Mr. Hays, you are late again today.”

Heisusan, (anata wa) kyoo mo cikoku desu ne.

“Mr. Hays, you are late again today.”

9. Watakushi ni dekiru kotō ga āttara / nan demo itte kudasai.
10. Arigatoo gozaimasu.

Conversation (English Key):

1. Mr. Hays, you are late again today. What's the matter?
2. I'm sorry, but I can't sleep well at night so I can't get up in the morning.
3. Can't you sleep because of the cold here in Japan?
4. That has something to do with it perhaps, but I also have various other problems.
5. That's too bad. You had better solve the problems (as) soon (as possible). Is there anything I can do (for you)?
6. Thank you very much, but I think things will be all right soon, so please don't worry about me.
7. I suppose living an unaccustomed life in a foreign country and learning a foreign language does present difficulties, doesn't it?
8. That's right. However, I guess I'll be all right once I get used to it. I'd like to get used to this life and become able to speak Japanese like a Japanese as soon as possible.
9. Tell me if there is anything I can do (for you).
10. Thank you very much.

E. Reading and Writing:

(ヘイスさんが言いました。)

私は、日本語が上手になる様に一生けん命に勉強しています。けれども、外国でなれない生活をするので、色々問題があります。それで、時々、夜よくねむれないために、朝ねぼうして、クラスに間に合いませんし、よく間違えます。日本の寒さも少し関係していますが、その外に色々問題があります。クラスに間に合う様に起きるのは、学生の義務なので、問題は早く解決して、よくねむれる様になりたいです。友達も色々心配してくれますが、日本の生活になれば、多分よくなるでしょう。早く日本人の様に日本語が話せる様になりたいです。

様 257. [様] yoo

一生けん命 258. [命] issyookenmee

外国 259. [外] gaikoku

間に合う

260. [合] ma ni au

間違う 261. [違] macigau

関係 262. [関] kankee

263. [係] kankee

義務 264. [義] gimu

265. [務] gimu

解決 266. [解] kaikecu

267. [決] kaikecu

心配 268. [心] sinpai

269. [配] sinpai

学生 gakusee
生まれる umareru
おたん生日 otanzyoobi
一生けん命 issyookenmee
時間 (103) { 時間 zikan
間に合う ma ni au
外 (259) { 外国 gaikoku
外 hoka

*(Cf. p. 252)

E. Reading (Transcription in Romaji):

(Heisusan ga iimasita.)

Watakusi wa, nihongo ga zyoozu ni naru yoo ni issyookemee ni benkyoo site imasu. Keredomo, gaikoku de narenai seekacu o suru node, iiroi mondai ga arimasu. Sorede, tokidoki, yoru yoku nemurenai tame ni, asaneboo site, kurasu ni ma ni aimasen si, yoku macigaimasu. Nihon no samusa mo sukosi kankee site imasu ga, sonohoka ni iiroi mondai ga arimasu. Kurasu ni ma ni au yoo ni okiru no wa, gakusee no gimu na node, mondai wa hayaku kaiketu site, yoku nemureru yoo ni naritai desu. Tomodachi mo iiroi sinpai site kuremasu ga, Nihon no seekacu ni narereba, tabun yoku naru desyoo. Hayaku nihonzin no yoo ni nihongo ga hanaseru yoo ni naritai desu.

Reading (Translation):

(Mr. Hays speaks.)

I am studying very hard to become good at Japanese. However, since I am living an unfamiliar life in a foreign country, I have various problems. Because of this, some nights I can't sleep well, I oversleep and I don't make it to class on time. And I make a lot of mistakes. Part of it is because of the cold weather in Japan, but there are various other problems besides. Since it is the duty of a student to get up early enough for classes, I want to rid myself of these problems as soon as possible, and be able to get a good night's sleep. My friends worry about me, too, but once I get accustomed to life in Japan I should be all right. I am anxious to reach the point where I can speak Japanese as well as a Japanese.

LESSON 29

A. Patterns: Noun Usually Modified 3.

Noun Modifier _____	Noun Modifier { <u>koto</u> <u>tokoro</u> }
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Examples:

1. a. **Taberu koto ga dekimasu.** "It's possible to eat (it)."
- b. (1) **Taberu koto ga arimasu.** "There are occasions of eating (it)."
- (2) **Tabeta koto ga arimasu.** "I have (on occasion) eaten (it)." 「don't eat it.」
- (3) **Tabenai koto ga arimasu.** "There are times when I"
- c. (1) **Taberu koto ni simasita.** "I decided to eat."
- (2) **Tabenai koto ni simasita.** "I decided not to eat."
2. a. (1) **Taberu tokoro desu.** "I am about to eat."
- (2) **Tabeta tokoro desu.** "I've just eaten."
- (3) **Tabete (i)ru tokoro desu.** "I'm just eating."
- b. (1) **Taberu tokoro ni tomodaci ga kimasita.**
"A friend came when I was about to eat."
- (2) **Tabeta tokoro ni tomodaci ga kimasita.**
"A friend came when I had just finished eating."
- (3) **Tabete (i)ru tokoro ni tomodaci ga kimasita.**
"A friend came when I was eating."

Note: **ni** in Example 2. b. can be replaced by **e**.

Grammar:

1. Continuing from Lesson 28, some further nouns which are usually modified will be introduced in this lesson.
2. **Koto**, whose original meaning is "fact, statement, or thing," was introduced in Lesson 26 in the expression **koto ga dekiru**. (Ex. 1. a.) In this expression the dictionary, causative, or passive forms are used.
3. **Koto ga aru** (Ex. 1. b.), whose literal translation would be "have the experience of V-ing," can take the final forms except the volition.
4. **Tokoro**, whose original meaning is "place," may mean "the moment" rather than "place." (Ex. 2.) The dictionary form used in this expression indicates action in the immediate future; the **V-ta** form, action just completed; and the **V-te (i)ru** form, action in progress. The last one is more specific than **-te (i)ru** alone. Compare the following sentences.

Osiete (i)masu. "I'm teaching." (My job is teaching.)

Osiete (i)ru tokoro desu. "I'm now teaching." (I'm teaching at this moment.)

5. Instead of Example 2. b. (1), **-oo + to {suru} + {toki (ni)} + {sita} + {tokoro ni}** is commonly used.

Tabeyoo to suru toki tomodaci ga kimasita.

"A friend came when I was about to eat."

Tomodaci ga kaeroo to sita toki zisin ga okorimasita.

"When my friend was about to leave, there was an earthquake."

Dekakeyoo to sita tokoro ni denwa ga kakarimasita.

"When I was about to leave home, there was a telephone call."

B. Vocabulary:

C.N.

あそび	asobi	"play, game"
ベル	béru	"bell"
都合	cugoo	"convenience"
	(cugoo ga warúi	"inconvenient")
(お)風呂	ohúro, huró	"bath"
	(ohúro ni háiru	"to take a bath")
かぶき	Kabuki	"Japanese classical play, <u>Kabuki</u> "
かぶきざ	Kabukiza	"the Kabuki Theatre, the <u>Kabukiza</u> "
会	kái	"meeting"
休憩時間	kyuukeezíkan	"intermission"
	(kyuukee V.N.	"rest")
せき	séki	"seat"
(する)ところ	(suru) tokoró	"just about" (usually modified)
うなぎ	unagi	"eel"
地震	zisin	"earthquake"

V.N.

停電	teeden	"the cutting off of electric power, electric power failure"
予定	yotee	"plan, previous arrangement"

V.

びっくりする	bikkúrisuru (irr. v.) [i. v.]	“to be surprised”
着く	cúku (st. v.) [i. v.]	“to arrive, to reach”
始まる	hazimaru (st. v.) [i. v.]	“to begin, to open”
(電話が) かかる	(denwa ga) kakáru (st. v.) [i. v.]	“(the telephone bell) rings”
かりる	kariru (w. v.) [t. v.]	“to borrow, to rent (a room, a house, etc.)”
な　　る	naruru (st. v.) [i. v.]	“to ring”
起こる	okóru (st. v.) [i. v.]	“to occur, to happen”
Ad. 　　ちょっと	cyóto	“a little, slightly”
ぜ　　ひ	zéhi	“by all means”

Expression

よろしく^{ねが}お願いします。 Yorosiku onegai simásu.
 “(I request) please do it.”

C. Pattern Practice:

I. 日本の映画を見た事ありません。

1. 日光へ行く 日光へ行った事ありません。
2. すきやきを食べる
すきやきを食べた事ありません。
3. クラスにおくれる
クラスにおくれた事ありません。
4. お金をかりる お金をかりた事ありません。

II. 私は、御はんを食べない事があります。

1. こうぎに出る 私は、こうぎに出ない事があります。
2. 夜ねる 私は、夜ねない事があります。
3. 会に出る 私は、会に出ない事があります。
4. 教会へ行く 私は、教会へ行かない事があります。

C. Pattern Practice (Translation):

I. I have never seen a Japanese movie.

1. to go to Nikko I have never been to Nikko.
2. to eat sukiyaki I have never eaten sukiyaki.
3. to be late for class I have never been late for class.
4. to borrow money I have never borrowed money.

II. There are times when I don't eat meals.

1. to attend lectures (to go to class)
There are times when I don't attend lectures.
2. to go to bed at night
There are times when I don't go to bed at night.
3. to attend a meeting
There are times when I don't attend meetings.
4. to go to church
There are times when I don't go to church.

III. あした^{だち}友達をたずねる事にしました。

1. 映画を見に行く

あした映画を見に行く事にしました。

2. 旅行する

あした旅行する事にしました。

3. 音楽会に行く

あした音楽会に行く事にしました。

4. 家で勉強する

あした家^{うち}で勉強する事にしました。

IV. 今、出かけるところです。

1. 御はんを食べる

今、御はんを食べるところです。

2. ねる

今、ねるところです。

3. お風呂にはいる

今、お風呂^{ふろ}にはいるところです。

4. 電話する

今、電話するところです。

V. 今、勉強したところです。

1. 手紙を書く

今、手紙^{がみ}を書いたところです。

2. お風呂にはいる

今、お風呂^{ふろ}にはいったところです。

3. 起きる

今、起きたところです。

4. 御はんを食べる

今、御はんを食べたところです。

VI. 勉強して(い)るところに^{だち}友達が来ました。

1. 御はんを食べる

御はんを食べて(い)るところに^{だち}友達が来ました。

2. 手紙を書く

手紙^{がみ}を書いて(い)るところに^{だち}友達が来ました。

3. 英語を教える

英語を教えて(い)るところに^{だち}友達が来ました。

4. お風呂にはいる

お風呂^{ふろ}にはいって(い)るところに^{だち}友達が来ました。

III. I have decided to visit a friend tomorrow.

1. to go to see a movie I have decided to go to see a movie tomorrow.
2. to go on a trip I have decided to go on a trip tomorrow.
3. to attend a concert I have decided to attend a concert tomorrow.
4. to study at home I have decided to study at home tomorrow.

IV. I am just now going out.

1. to eat meal I am just ready to eat.
2. to go to bed I am just now going to bed.
3. to take a bath I am just about to take a bath.
4. to make a telephone call I am just about to make a telephone call.

V. I have just finished studying.

1. to write a letter I have just written a letter.
2. to take a bath I have just taken a bath.
3. to get up I have just gotten up.
4. to eat a meal I have just finished eating.

VI. A friend came while I was studying.

1. to eat a meal A friend came while I was eating.
2. to write a letter A friend came while I was writing a letter.
3. to teach English A friend came while I was teaching English.
4. to take a bath A friend came while I was taking a bath.

VII. 出かけようとした時、^{だち}友達が来ました。

1. 天気が悪くなる 出かけようとした時、天気が悪くなりました。
2. 地震が起こる 出かけようとした時、地震が起こりました。
3. 電話がある 出かけようとした時、電話がありました。
4. 停電になる 出かけようとした時、停電になりました。

D. Conversation :

1. 今、おいそがしいですか。
2. いいえ、丁度お風呂^{ふろ}にはいって、今、休んで(い)るところですから、どうぞお上がり下さい。
3. あさっては土曜ですね。何をするつもりですか。
4. 私は、まだかぶきを見た事ありませんから、見たいんですが。映画は、時々見る事がありますが。
5. では、かぶき^{ねが}に一しょに行きましょうか。
6. どうぞお願いします。
7. 私は、午後ちょっと都合が悪いのですが、夜はおひまですか。
8. はい。では、夜行く事にしましょう。お食事はどうしましょう。
9. かぶきは、五時に始まりますから、かぶきざの中で食べましょう。うなぎはいかがですか。
10. 私は、まだ食べた事ありませんから、ぜひ食べたいですね。
11. では、そうしましょう。せきは、私が予約^{ねが}します。
12. ありがとうございます。どうぞよろしくお願いします。

VII. Just as I was going out, a friend came.

1. The weather turns bad. Just as I was going out, the weather turned bad.
2. An earthquake occurs. Just as I was going out, there was an earthquake.
3. There is a telephone call. Just as I was going out, there was a telephone call.
4. There is a power failure. Just as I was going out, there was a power failure.

D. Conversation (Pronunciation Key):

1. Íma / oisogasii desu ka.
2. Iie / cyoodo ohúro ni háitte / íma / yasúnde (i)ru tokorō desu kara / dóozo oagari kudasāi.
3. Asátte wa doyōo desu né. Náni o suru cumori dēsū ka.
4. Watakusi wa / máda Kabuki o mita kotō ga arimasēn kara / mitái desu ga. Eega wa / tokidoki míru kotō ga arimāsu ga.
5. Déwa / Kabuki ni / issyo ni ikimasyōo ka.
6. Dóozo onegai simāsu.
7. Watakusi wa / gōgo cyōtto cugoo ga warūi no desu ga / yōru wa ohima dēsū ka.
8. Háí. Déwa / yōru iku kotō ni simasyōo. Osyokuzi wa dōo simasyōo.
9. Kabuki wa / gōzi ni hazimarimāsu kara / Kabukiza no náka de tabemasyōo. Unagi wa ikága desu ka.
10. Watakusi wa / máda tábeta kotō ga arimasēn kara / zéhi tabetái desu né.
11. Déwa / soo simasyōo. Séki wa / watakusi ga yoyaku simāsu.
12. Arigatoo gozaimāsu. Dóozo / yorosiku onegai simāsu.

Conversation—Informal (two girls):

1. 今、いそがしい？
2. ううん、丁度お風呂にはいって、今、休んでるところだから、どうぞ上がって。
3. あさっては土曜ね。何をするつもり？
4. あたし、まだかぶき見た事ないから、見たいわ。映画は時々見る(事ある)けど。
5. じゃ、かぶきに一しよに行かない？
6. ええ、お願いするわ。
7. あたし、午後ちょっと都合悪いんだけど、夜、おひま？
8. ええ。じゃ、夜行く事にしましょう。お食事はどうする？
9. かぶきは、五時に始まるから、かぶきざの中で食べましょう。うなぎはどう？
10. あたし、まだ食べた事ないから、ぜひ食べたいわ。
11. じゃ、そうしましょう。せきは、あたしが予約する
12. ありがとう。どうぞよろしくね。 しわ。

Conversation (English Key):

1. Are you busy now?
2. No, I've just had a bath and am relaxing now. Please come in.
3. Day after tomorrow will be Saturday, won't it? What are you planning to do?
4. I've never seen a Kabuki play, so I've been thinking I'd like to see one. I sometimes go to the movies, though.
5. Well, shall we go together to Kabuki?
6. Yes, let's.
7. I'm afraid the afternoon is inconvenient for me. Are you free in the evening?
8. Yes. (I'm free). Then, let's make it in the evening. What should we do for dinner?
9. The Kabuki starts at five, so let's eat in the Kabuki Theatre. How about unagi?
10. I've never eaten eel, so I'd love to try some.
11. Then, let's. I'll reserve the seats.
12. Thank you. (I'll leave the arrangement to you.)

E. Reading and Writing:

お風呂にはいって、ラジオを聞いているところに、友達があそびに来ました。土曜に一しょにかぶきへ行く相談をしました。午後は都合が悪いので、夜、行く事にしました。五時に始まりますから、五分前にかぶきぎの前で会う事にしました。お食事はうなぎにしました。友達が帰ろうとした時、地震が起こって、停電になったので、びっくりしました。

土曜日には、おくれないうで行くつもりでしたが、丁度出かけようとしたところに、電話がかかったので、予定より少しおくれました。私がかぶきぎへ着くと、丁度ベルがなって、始まるころでした。友達は待っていました。

六時の休憩時間にうなぎを食べました。友達が予約してくれたので、待たないで、すぐ食べる事が出来ました。うなぎは初めてでしたが、大変おいしいと思いました。

ラジオ [ジ] zi

悪い	270. [悪]	warui	都 (65)	{ 京 都 kyooto
始まる	271. [始]	hazimaru		{ 都 合 cugoo
地震	272. [地]	zisin	合 (260)	{ 間に合う ma ni au
	273. [震]	zisin		{ 都 合 cugoo
停電	274. [停]	teeden	事 (115)	{ 食事 syokuji
予定	275. [予]	yotee		{ 事 koto
	276. [定]	yotee	着 (194)	{ 着る kiru
待つ	277. [待]	macu		{ 着 く cuku
休憩	278. [憩]	kyuukee	休 (62)	{ 春休み haruyasumi
予約	279. [約]	yoyaku		{ 休 憩 kyuukee
初めて	280. [初]	hazimete		

E. Reading (Transcription in Romaji):

Ohuro ni haitte, razio o kiite iru tokoro ni, tomodaci ga asobi ni kimasita. Doyoo ni issyo ni Kabuki e iku soodan o simasita. Gogo wa cugoo ga warui node, yoru, iku koto ni simasita. Gozi ni hazimarimasu kara, gohunmae ni Kabukiza no mae de au koto ni simasita. Osyokuzi wa unagi ni simasita. Tomodaci ga kaeroo to sita toki, zisin ga okotte, teeden ni natta node bikkurisimasita.

Doyoobi ni wa, okurenaide iku cumori desita ga, cyoodo dekakeyoo to sita tokoro ni, denwa ga kakatta node, yotee yori sukosi okuremasita. Watakusi ga Kabukiza e cuku to, cyoodo beru ga natte, hazimaru tokoro desita. Tomodaci wa matte imasita.

Rokuzi no kyuukee-zikan ni unagi o tabemasita. Tomodaci ga yoyaku site kureta node, matanaide, sugu taberu koto ga dekimasita. Unagi wa hazimete desita ga, taihen oisii to omoimasita.

Reading (Translation):

I had just taken a bath and was listening to the radio when a friend came to call. We discussed plans for going together to kabuki on Saturday. The afternoon was inconvenient, so we decided to go in the evening. It starts at five, so we decided to meet in front of the Kabukiza at five o'clock. For dinner we decided on eel. As my friend started to leave for home, we were surprised by an earthquake and a power failure.

I intended to be on time Saturday, but because I got a telephone call just as I was about to leave the house, I fell a little behind schedule. Just as I reached the Kabukiza the bell rang, signaling that the play was about to begin. My friend was there waiting for me.

During the six o'clock intermission we ate eel. Since my friend had placed our order beforehand, we were able to eat right away without having to wait. It was my first experience with eel, but I thought it was really delicious.

LESSON 30

A. Patterns: How to Express Approval and Prohibition

1. _____ (mo) ii desu.
 2. _____ (wa) ikemasen.

1. { V-te } (mo) ii desu.
 { A-te }
 2. { N.de } (wa) ikemasen.

Examples:

- | | |
|---|--|
| 1. a. Tabete mo ii desu.
b. Takakute mo ii desu.
c. Enpicu de mo ii desu. | "You may eat. (Even if you eat it's all right.)"
"Even if it's expensive, it's all right. (I don't mind.)"
"A pencil will do." |
| 2. a. Tabete wa ikemasen.
b. Takakute wa ikemasen.
c. Enpicu de wa ikemasen. | "You mustn't eat. (If you eat, it won't do.)"
"If it's expensive, it won't do."
"You mustn't use a pencil. (If it's a pencil, it won't do.)" |

Grammar:

1. These slots are filled by the V/A-te form or N. + de, both of which have a weak conditional implication. Pattern 1 indicates approval or permission whereas Pattern 2 indicates prohibition.
2. **Ikemasen** is used only in the negative form, and is sometimes replaced by some other expression like **narimasen**, which is also used only in the negative form, or **dame desu** which means "won't do, is no good."
3. For Pattern 1, the negative-te form is also used.
 Tabenakute } **mo ii desu.** "You may not eat." "You don't
 Tabenaide } have to eat." (Even if you don't eat, it's all right.)
4. For Pattern 2, the negative-te may be used. The negative-ba, which may also be used here, has a more emphatic implication. Both may be translated, "you must _____."
 Tabenakute wa narimasen. "You must eat. (If you don't
 Tabenakereba narimasen. eat, it won't do.)"

B. Vocabulary:

C.N.

物 理	búcuri	"physics"
えんぴつ	enpícu	"pencil"
原 理	génri	"principle" (as in, "principles of economics" "the basic principles")
高 校	kookoo	"senior high school" (abbreviation of 高等学校, kootoogákkoo)
教 室	kyoosícu	"classroom"
廊 下	rooka	"corridor, hall"
事 情	zizyoo	"conditions, reasons"

A.N.

だ め	damé	"no good, useless"
し ず か	sízuka	"quiet, still, silent"

V.N.

カンニング	kanningu	"cheating" (on schoolwork, in an
教 育	kyooíku	"education" [exam.]
試 験	síkén	"test, examination"
じ や ま	zyama	"interference, intrusion, hindrance"

V.

出 す	dásu (st. v.) [t. v.]	"to hand in (a report, an examination, homework)" (This was introduced before as "to send, to mail")
ぬ ぐ	núgu (st. v.) [t. v.]	"to take off" (clothing, coat, shoes, etc.)
し ま う	simau (st. v.) [t. v.]	"to put away"
す て る	súteru (w. v.) [t. v.]	"to throw away, to discard"

C. これから	korekara	"from now on, in the future"
---------	----------	------------------------------

Expression

(—ては) いけない, ならない
 (—te wa) ikenai, naránai " (it) won't do "

C. Pattern Practice:

I. 家に帰^{うち}ってもいいです。

1. 本^{がみ}を読む 本^{がみ}を読んでもいいです。
2. この手紙^{がみ}をすてる この手紙^{がみ}をすててもいいです。
3. 高い 高くてもいいです。
4. えんぴつ えんぴつでもいいです。

II. 家に帰^{うち}ってはいけません。

1. たばこ^{がみ}をのむ たばこ^{がみ}をのんではいけません。
2. この手紙^{がみ}をすてる この手紙^{がみ}をすててはいけません。
3. 古い 古くてもいいです。
4. えんぴつ えんぴつではいけません。

III. あした来^きなくてもいいです。

1. オーバー^{あふ}をぬぐ オーバー^{あふ}をぬがなくてもいいです。
2. すぐする すぐしなくてもいいです。
3. 今^{いま}答^{こた}える 今^{いま}答^{こた}えなくてもいいです。
4. ペン^{ペン}で書く ペン^{ペン}で書^かかなくてもいいです。

IV. あした行^いかなければなりません。

1. 今日^{けふ}働^{はたら}く 今日^{けふ}働^{はたら}かなければなりません。
2. 今^{いま}答^{こた}える 今^{いま}答^{こた}えなければなりません。
3. ペン^{ペン}で書く ペン^{ペン}で書^かかなければなりません。
4. 新しい 新しくなければなりません。

V. (Answer the questions.)

1. 家に帰^{うち}ってもいいですか。
はい はい、いいです。
いいえ はい、どうぞ。
いいえ いいえ、(家に帰^{うち}っては) いけません。
2. 今^{いま}、食^くべてもいいですか。
はい はい、いいです。
いいえ はい、どうぞ。
いいえ いいえ、(今^{いま}、食^くべては) いけません。

C. Pattern Practice (Translation):

I. You may go home.

- | | |
|------------------------------|--|
| 1. to read a book | You may read a book. |
| 2. to throw this letter away | You may throw this letter away. |
| 3. expensive | It's all right even if it's expensive. |
| 4. pencil | A pencil would do, too. |

II. You mustn't go home.

- | | |
|------------------------------|-------------------------------------|
| 1. to smoke | You mustn't smoke. |
| 2. to throw this letter away | You mustn't throw this letter away. |
| 3. old | An old one won't do. |
| 4. pencil | A pencil won't do. |

III. You needn't come tomorrow.

- | | |
|--------------------------|-----------------------------------|
| 1. to remove an overcoat | You needn't remove your overcoat. |
| 2. to do right away | You needn't do it right away. |
| 3. to answer now | You needn't answer now. |
| 4. to write with a pen | You needn't write with a pen. |

IV. I have to go tomorrow.

- | | |
|------------------------|-----------------------------|
| 1. to work today | I have to work today. |
| 2. to answer now | I have to answer now. |
| 3. to write with a pen | I have to write with a pen. |
| 4. new | It has to be new. |

V.

- | | |
|--------------------|------------------|
| 1. May I go home? | |
| yes | Yes, you may. |
| | Yes, please. |
| no | No, you may not. |
| 2. May we eat now? | |
| yes | Yes, you may. |
| | Yes, please. |
| no | No, you may not. |

3. オーバーをぬがなくてもいいですか。

はい はい、ぬがなくてもいいです。
 はい、着て(い)て下さい。

いいえ いいえ、{ぬがなければ}いけません。
 {ぬがなくては}
 いいえ、どうぞぬいで下さい。

D. Conversation:

1. モアさんは今日もちこくですね。どうしたのですか。
2. すみません。また、朝ねぼうしました。時計がならなかったんです。
3. それはいけませんね。クラスに間に合う様に来なければいけません。
4. はい、これから気をつけます。
5. 今日は、試験をしますから、本をしまって下さい。
6. 先生、えんぴつで書いてもいいですか。
7. いいえ、えんぴつではいけません。ペンで書いて下さい。
8. 今日は寒いですが、まどをしめてもいいですか。
9. はい、どうぞ。オーバーを着てもいいですよ。では始めましょう。みなさん、しずかにして下さい。
10. 先生、終わりました。出してもいいですか。
11. はい、終わったら、家へ帰ってもいいです。
12. では、失礼します。

3. Is it all right if I don't take my overcoat off?
 yes Yes, you needn't take it off.
 Yes, please keep it on.
 no No, you must take it off.
 No, please take it off.

D. Conversation (Pronunciation Key):

1. Móasan wa / kyóo mo cikoku dēsu né. Dóo sitā no desu ka.
2. Sumimasén. Mata / asanéboo simāsita. Tokee ga naranákatta n desu.
3. Sore wa ikemasén né. Kúrasu ni ma ni āu yōo ni / kónakereba ikemasén.
4. Háí / korekara ki o cikemásu.
5. Kyóo wa / síkén o simāsu kara / hón o simatte kudasāi.
6. Sensée / enpicu de káite mo īi desu ka.
7. Iie / enpicu dé wa ikemasén. Pén de káite kudasāi.
8. Kyóo wa samúi desu ga / mádo o sīmete mo īi desu ka.
9. Háí / dóozo. Óobaa o kitē mo īi desu yó. Déwa / hazimema-syóo. Minásan / sízuka ni site kudasāi.
10. Sensée / owarimásita. Dásite mo īi desu ka.
11. Háí / owattára / uci e káette mo īi desu.
12. Déwa / sícúree simāsu.

Conversation—Informal (a male teacher and a student):

1. モア君^{くん}は、今日^{きょう}もちこくだね。どうしたんだ。
2. すみません。また、朝ねぼうしました。時計がなかったんです。
3. それはいけないね。クラスに間に合う様に来なければいけないね。
4. はい、これから気をつけます。
5. 今日は、試験をするから、本をしまって。
6. 先生、えんぴつで書いてもいいですか。
7. いや、えんぴつじゃいけない。ペンで書きたまえ。
8. 今日^{きょう}は寒い^{さむ}ですが、まどをしめてもいいですか。
9. ああ、どうぞ。オーバーを着てもいいよ。じゃ、始めよう。みんな、しずかにしたまえ。
10. 先生、終わりました。出してもいいですか。
11. ああ、終わ^{うち}ったら、家へ帰^{しつれい}ってもいいよ。
12. では、失礼します。

Conversation (English Key):

1. Mr. Moore, you're late again today. What's the matter with you?
2. I'm sorry. I overslept again. My alarm (clock) didn't go off.
3. You'll have to do something about that. You must get to class on time.
4. Yes, I'll be more careful from now on.
5. I'll give you a test today. Please put away your books.
6. Mr. _____ (Teacher)! May I write with a pencil?
7. No, a pencil won't do. Please write with a pen.
8. It's cold today. May I close the window?
9. Yes, please. (or) You may put on your coat if you like. Now let's start. Please be quiet, everyone.
10. Mr. _____ (Teacher)! I've finished. May I hand in my paper?
11. Yes, please. If you've finished you may go home.
12. Well, good-bye then.

E. Reading and Writing:

モアさんはよくちこくします。なぜだか、事情は分かりません。モアさん達は日本語を習っています。時々試験があります。試験の時には、本を開けてはいけません。勿論となりの人を見てはいけません。それはカンニングです。試験が終わったら、すぐ出す方がいいです。

日本では、寒いので、教室でオーバーをぬがなくてもいいです。けれども、たばこをのんではいけません。廊下でものんではいけません。廊下で大きな声で話すと、クラスのじゃまになりますから、しずかにしなければなりません。

モアさんは、高校の科学の先生になるつもりですから、数学や物理や教育原理をとらなければなりません。

モ ア [モ] mo

事情 281. [情] zizyoo
 試験 282. [試] siken
 283. [験] siken
 勿論 284. [論] mociron
 教室 285. [室] kyoosicu
 廊下 286. [廊] rooka
 科学 287. [科] kagaku
 数学 288. [数] suugaku
 教育 289. [育] kyooiku
 原理 290. [原] genri

出 (123) { 出来る dekiru
 出 す dasu
 物 (138) { 果物屋 kudamonoya
 物 理 bucuri
 下 (89) { 下 sita
 下さい kudasai
 下宿 gesyuku
 廊 下 rooka

E. Reading (Transcription in Romaji):

Moasan wa yoku cikoku simasu. Naze da ka, zizyoo wa wakarimasen. Moasantaci wa nihongo o naratte imasu. Tokidoki siken ga arimasu. Siken no toki ni wa, hon o akete wa ikemasen. Mociron tonari no hito no o mite wa ikemasen. Sore wa kanningu desu. Siken ga owattara, sugu dasu hoo ga ii desu.

Nihon de wa, samui node, kyoosicu de oobaa o nukanakute mo ii desu. Keredomo, tabako o nonde wa ikemasen. Rooka de mo nonde wa ikemasen. Rooka de ookina koe de hanasu to, kurasu no zyama ni narimasu kara, sizuka ni sinakereba narimasen.

Moasan wa, kookoo no kagaku no sensee ni naru cumori desu kara, suugaku ya bucuri ya kyooikugenri o toranakereba narimasen.

Reading (Translation):

Mr. Moore is often late. Why, I don't know. Mr. Moore's class is learning Japanese. Sometimes they have tests. They are not allowed to open their books during a test. And of course, they are not allowed to see the papers of those sitting next to them. That would be cheating. It is best if they hand in their papers as soon as they have finished the test.

In Japan, because it is cold, one is not required to remove his overcoat in the classroom. But smoking is not permitted. Smoking is not permitted even in the halls. Because loud talking in the halls disturbs the classes, one must be quiet.

Because Mr. Moore intends to become a high school science teacher, he must take such things as mathematics, physics, and principles of education.

LESSON 31

A. Patterns: Verb with Special Function 4. (State of Being)

1. _____ **imasu.**
2. _____ **arimasu.**

1. V.(i. v.)-te **imasu.**
2. V.(t. v.)-te **arimasu.**

Examples:

1. **Watakusi wa aruite (i)masu.**
 "I'm walking." (Action in Progress)
Watakusi wa tatte (i)masu.
 "I'm standing. I stand." (State of Being)
Mado ga aite (i)masu. "The window is open." (State of Being)
2. **Mado ga akete arimasu.**
 "The window is open." (State of Being)

Grammar:

1. a. Transitive verbs followed by **iru** indicate action in progress.
Mado o akete (i)masu. "He is opening the window."
Mizu o irete (i)masu. "He is putting in water."
Tegami o kaite (i)masu. "He is writing a letter."
- b. Transitive verbs followed by **aru** indicate state of being.
Mado ga akete arimasu. "The window is open."
Mizu ga irete arimasu. "The water is put in."
Tegami ga kaite arimasu. "A letter has been written."
2. Intransitive verbs are always followed by **iru** (never by **aru**) and indicate either action in progress or state of being depending upon the meaning of the verb.
 (Action in progress) **Aruite (i)masu.** "(It) is walking."
Hasitte (i)masu. "(It) is running."
Tonde (i)masu. "(It) is flying."
 (State of being) **Haitte (i)masu.** "(It) is in"
Aite (i)masu. "(It) is open."
Wakatte (i)masu. "(It) is understood. (I understand it.)"
Sinde (i)masu. "(It) is dead."
Okurete (i)masu. "(He) is late."
Tatte (i)masu. "(It) is standing.
 (It) stands."
Nemutte (i)masu. "(It) is sleeping.
 (It) is asleep."
Ikite (i)masu. "(It) is alive."

3. An intransitive verb plus **iru** and its equivalent transitive verb plus **aru** carry the same meaning, though the latter form is more commonly used.

(Mado ga) aite (i)masu. / akete arimasu.

"The window is open."

(Mizu ga) haitte (i)masu. / irete arimasu.

"There is water in (it)."

(Okasi ga) dekite (i)masu. / cukutte arimasu.

"The cake is made."

(Uci ga) tatte (i)masu. / tatete arimasu.

"The house is built. The house stands."

(Hon ga) narande (i)masu. / narabete arimasu.

"The books are in a row."

4. Some **-te (i)masu** construction cannot be translated by the English progressive form because of differences in the basic meanings of the verbs concerned.

	English Equivalent	Basic Meaning
Motte (i)masu.	"I'm holding. I own."	"to hold"
Sitte (i)masu.	"I know."	"to know, to realize, to learn"
Sunde (i)masu.	"I live (at.....)."	"to live"
Oboete (i)masu.	"I remember."	"to memorize, to learn"
Hutotte (i)masu.	"I'm fat."	"to get fat, to gain weight"
Yasete (i)masu.	"I'm thin."	"to get thin, to lose weight"

5. An intransitive verb often has the implication of potentiality.

Huzisan ga miemasu. "Mt. Fuji can be seen."

Koe ga kikoemasu. "A voice can be heard."

- * An interrogative sentence can be inserted without alternation into another sentence as a noun clause with or without the particle following it. (Cf. Reading and Writing)

Doko e iku ka (wa) sirimasen.

"I don't know where he is going."

Nani o suru ka (wa) kiite kudasai.

"Please ask him what he is going to do."

Dare ga sensoo o okosita ka (wa) kantan ni iemasen.

"It is not easy to say who started the war."

(o) can be used instead of (wa).

B. Vocabulary:

C.N.

ベッド	béd ^o do	"bed"
電灯	dentoo	"light"
ドア	dóa	"door"
本だな	hóndana	"bookcase"
富士山	Húzisan	"Mt. Fuji"
カーテン	káaten	"curtain"
家具	kágu	"furniture"
北側	kitagawa	"the north side"
理由	riyuu	"reason, cause, grounds"
世界大戦	sekaitáisen	"world war"
小説	syoosecu	"novel, short story, fiction"
ヨーロッパ	Yooróppa	"Europe"
第二次	dáinizi-	"second"

A.N.

かん 簡	単	kantan	"simple"
主		ómo	"chief, main"

V.N.

戦	争	sensoo	"war"
説	明	secumee	"explanation"

V.

開	く	aku (st. v.) [i. v.]	"to open"
(テレビが) つく	(térebi ga) cūku	(st. v.) [i. v.]	"(The T.V.) is on."
出来る	dekíru	(w. v.) [i. v.]	"to be ready, to make"
(お茶が) 出る	(ocya ga) déru	(w. v.) [i. v.]	"(Tea) is served."
はしる	hasíru	(st. v.) [i. v.]	"to run"
ふとる	hútóru	(st. v.) [i. v.]	"to get fat, to gain weight"
(お茶を) 入れる	(ocya o) ireru	(w. v.) [t. v.]	"to make, to pour (tea)"
(カーテンが) かかる	(káaten ga) kakāru	(st. v.) [i. v.]	"(The curtain) is hanging."

か け る	kakéru (w. v.) [t. v.]	“to cover, to hang”
聞 こ える	kikoeru (w. v.) [i. v.]	“to hear”
見 える	miéru (w. v.) [i. v.]	“to look”
な ら べ る	naraberu (w. v.) [t. v.]	“to arrange”
な ら ぶ	narabu (st. v.) [i. v.]	“to be arranged, to be in a row”
の こ る	nokóru (st. v.) [i. v.]	“to remain, to be left”
起 こ す	okósu (st. v.) [t. v.]	“to produce, to cause”
お く	oku (st. v.) [t. v.]	“to place, to put”
し ま る	simáru (st. v.) [i. v.]	“to be shut, to be closed”
す む	súmu (st. v.) [i. v.]	“to end, to be over”
建 て る	tatéru (w. v.) [t. v.]	“to build, to construct”
と ぶ	tobu (st. v.) [i. v.]	“to fly, to jump”
や せ る	yaseru (w. v.) [i. v.]	“to get thin”
A. 重 い	omoi	“heavy”
Ad. しっかり	sikkári	“firmly, securely, hard, steadily”

C. Pattern Practice:

I. まどが^あ開けてあります。

- | | | |
|-------|-----|-------------|
| 1. まど | しめる | まどがしめてあります。 |
| 2. 電灯 | つける | 電灯がつけてあります。 |
| 3. 字 | 書く | 字が書いてあります。 |
| 4. お金 | 入れる | お金が入れてあります。 |

II. まどが^あ開いて(い)ます。

- | | | |
|--------------------|-----|-----------------|
| 1. まど | しめる | まどがしまって(い)ます。 |
| 2. カーテン | かかる | カーテンがかかって(い)ます。 |
| 3. 水 ^{みず} | はいる | 水がはいて(い)ます。 |
| 4. おかし | のこる | おかしがのこって(い)ます。 |

III. まどを^あ開けて(い)ます。

- | | | |
|-------|-----|--------------|
| 1. まど | しめる | まどをしめて(い)ます。 |
| 2. 電灯 | つける | 電灯をつけて(い)ます。 |
| 3. 字 | 書く | 字を書いて(い)ます。 |
| 4. お金 | 入れる | お金を入れて(い)ます。 |

IV. (Change the sentences using t.v.)

- | | |
|--------------|------------|
| 1. 電話がかかります。 | 電話をかけます。 |
| 2. 戦争が起こります。 | 戦争を起こします。 |
| 3. お茶が出ます。 | お茶を出します。 |
| 4. 勉強がすみました。 | 勉強をすませました。 |
| 5. 富士山が見えます。 | 富士山を見ます。 |

V. (Using t.v., make sentences representing (a) state of being, and (b) action in progress.)

1. この中にペンがはいて(い)ます。
- | | |
|-----|------------------|
| (a) | この中にペンが入れてあります。 |
| (b) | この中にペンを入れて(い)ます。 |

C. Pattern Practice (Translation):

I. The window is open.

- | | | |
|--------------|------------|-----------------------------------|
| 1. window | to close | The window is closed. |
| 2. light | to turn on | The light is on. |
| 3. character | to write | There is something written on it. |
| 4. money | to put in | There is some money in it. |

II. The window is open.

- | | | |
|------------|--------------|--------------------------|
| 1. window | to be closed | The window is closed. |
| 2. curtain | to hang | The curtain is hanging. |
| 3. water | to enter | There is water in it. |
| 4. cake | to be left | There is some cake left. |

III. He is opening the window.

- | | | |
|--------------|------------|-----------------------------|
| 1. window | to close | He is closing the window. |
| 2. light | to turn on | He is turning on the light. |
| 3. character | to write | He is writing characters. |
| 4. money | to put in | He is putting money in it. |

IV.

- | | |
|-------------------------------|----------------------------|
| 1. There is a telephone call. | He makes a telephone call. |
| 2. A war breaks out. | They bring about a war. |
| 3. Tea will be served. | She will serve tea. |
| 4. The studies are finished. | He finished his studies. |
| 5. I can see Mt. Fuji. | I look at Mt. Fuji. |

V.

- | | |
|----------------------------|-----------------------------|
| 1. There is a pen in this. | |
| (a) | There is a pen in this. |
| (b) | I am putting a pen in this. |

2. まどが^あ開いて(い)ます。
 (a) まどが開けてあります。
 (b) まどを開けて(い)ます。
3. ドアがしま^めって(い)ます。
 (a) ドアがしめてあります。
 (b) ドアをしめて(い)ます。
4. おかしが出来^{でき}て(い)ます。
 (a) おかしが作^{つく}ってあります。
 (b) おかしを作^{つく}って(い)ます。
5. 食器がなら^{なら}んで(い)ます。
 (a) 食器がならべてあります。
 (b) 食器をならべて(い)ます。

D. Conversation:

1. あなたが読んで(い)る本は歴史の本ですね。何が書いてありますか。
2. 第二次世界大戦の起こった理由について色々説明してあります。
3. だれが戦争^{かん}を起こしたと書いてありますか。
4. それは簡単^{かん}には言えないと書いてあります。
5. この部屋^{へや}には本がたくさんなら^{おも}んで(い)ますね。主にどんな本ですか。
6. そうですね。主に、政治、経済の本ですが、小説^{おも}も少しあります。
7. おや、この部屋^{へや}は寒^{さむ}いと思いましたが、まどが^あ開いて(い)ますね。しめてもいいですか。
8. はい、どうぞ。お天気がいいと、そのまどから富士山^{ふじ}がよく見えますよ。
9. それはいいですね。このまどのそばにあるものは何ですか。
10. テレビです。見ない時はカバーが掛けてあります。

2. The window is open.
 (a) The window is open.
 (b) I am opening the window.
3. The door is shut.
 (a) The door is shut.
 (b) I am shutting the door.
4. Some cookies have been made.
 (a) Some cookies have been made.
 (b) I am making some cookies.
5. The tableware (dinnerware) is arranged.
 (a) The dinnerware is arranged.
 (b) I am arranging the dinnerware.

D. Conversation (Pronunciation Key):

1. Anáta ga yōnde (i)ru hōn wa / rekisi no hōn desu né. Nani ga káite arimāsu ka.
2. Dáinizi-sekaitāisen no okōtta riyuu ni cúite / iroiro secumee site arimāsu.
3. Dáre ga sensoo o okōsita to / káite arimāsu ka.
4. Sore wa kantan ní wa ienāi to / káite arimāsu.
5. Kono heyá ni wa / hōn ga takusan narande (i)māsu né. Ōmo ni / dōnna hōn desu ka.
6. Sōo desu né. Ōmo ni / seezi / kéezai no hōn desu ga / syoosecu mo sukōsi arimāsu.
7. Ōya / kono heyá wa samúi to omoimāsita ga / mádo ga aite (i)māsu né. Símete mo īi desu ka.
8. Háí / dóozo. Oténki ga īi to / sono mádo kara / Húzisān ga yōku miemāsu yó.
9. Sore wa īi desu né. Kono mádo no sōba ni āru monō wa / nán desu ka.
10. Térebí desu. Mínai tokī wa / kábaa ga kākete arimāsu.

Conversation—Informal (two boys):

1. 君の読んでる本(は)歴史の本だね。何が書いてある？
2. 第二次世界大戦の起こった理由について色々説明してあるよ。
3. だれが戦争を起こしたと書いてあるんだい？
4. それは簡単^{かん}には言えないと書いてあるよ。
5. この部屋には本がたくさんならんでるね。主^{おも}にどんな本？
6. そうだね。主^{おも}に、政治、経済の本だけど、小説も少しあるよ。
7. あれ、この部屋は寒^{さむ}いと思ったんだが、まどが開^あいてるね。しめてもいいかい？
8. うん、いいよ。天気がいいと、そのまどから富士山がよく見えるんだ。
9. そりゃ、いいね。このまどのそばにあるのは何だい？
10. テレビだ。見ない時はカバーがかけてあるんだ。

Conversation (English Key):

1. That book you're reading is a history book, isn't it? What does it say?
2. It gives various explanations for the outbreak of the Second World War.
3. Who does it say caused the War?
4. (It says that) that can't easily be stated.
5. There are many books (arranged) in this room. What (sort of book) are they mostly?
6. Well, chiefly politics and economics, but there are a few novels.
7. Oh, my! I thought this room was cold. I see the window is open. May I close it?
8. Yes, please. When the weather is fine, you can see Mt. Fuji very clearly from that window.
9. Isn't that nice! What's this near the window?
10. It's a T. V. set. When we're not using it, we keep a cover over it.

E. Reading and Writing:

私は、今ヨーロッパの歴史の本を読んでいます。この本には、第二次世界大戦について色々書いてあります。戦争の起こった理由についても、色々説明してあります*が、だれが戦争を起こしたかは、簡単には言えないと書いてあります。この本は、大ていこの部屋の本だなに^{おも}入れています。

本だ^{おも}には、色々の本がならんでいます。主に、政治、経済、国際関係の本ですが、小説も少しは^{おも}いっています。この家は、かなりしっかり建^{じょう}ててありますので、本がたくさんあ^{おも}って重くても、大丈夫です。

この部屋には、色々の家具がおいてあります。テーブル、いす、ベッドなどがおいてあります。まどには、カーテンがかかっています。寒^{さむ}いので、北側のまどは、大ていしめてありますが、お天気のいい時には、このまどから富士山が見えます。

今、電灯はつけてありますが、テレビはついていません。勉強がすんだら、お茶を入れて、テレビを見ましよう。

ヨーロッパ [ヨ] yo
 歴 史 291. [歴] rekisi
 292. [史] rekisi
 第二次 293. [第] dainizi
 294. [次] dainizi
 大 戦 295. [戦] taisen
 戦 争 296. [争] sensoo
 理 由 297. [由] riyuu
 簡 単 298. [単] kantan
 建てる 299. [建] tateru
 重 い 300. [重] omoi

大丈夫 301. [夫] daizyobu
 北 側 302. [側] kitagawa
 富士山 303. [士] huzisan
 電 灯 304. [灯] dentoo
 (お) 茶 305. [茶] (o)cya
 演 説 enzecu
 説 明 secumee
 小 (10) { 小 さい ciisai
 小 説 syoosecu

*(Cf. p. 286)

E. Reading (Transcription in Romaji):

Watakusi wa, ima Yooroppa no rekisi no hon o yonde imasu. Kono hon ni wa, Dainizi-sekaitaisen ni cuite iroiro kaite arimasu. Sensoo no okotta riyuu ni cuite mo, iroiro secumee site arimasu ga, dare ga sensoo o okosita ka wa, kantan ni wa ienai to kaite arimasu. Kono hon wa, taitee kono heya no hondana ni irete arimasu.

Hondana ni wa, iroiro no hon ga narande imasu. Omo ni, seezi, keezai, kokusaikankee no hon desu ga, syoosecu mo sukosi haitte imasu. Kono uci wa, kanari sikkari tatete arimasu node, hon ga takusan atte omokute mo daizyobu desu.

Kono heya ni wa, iroiro no kagu ga oite arimasu. Teeburu, isu, beddo nado ga oite arimasu. Mado ni wa, kaaten ga kakatte imasu. Samui node, kitagawa no mado wa, taitee simete arimasu ga, otenki no ii toki ni wa, kono mado kara Huzisan ga miemasu.

Ima, dentoo wa cukete arimasu ga, terebi wa cuite imasen. Benkyoo ga sundara, ocyā o irete, terebi o mimasyoo.

Reading (Translation):

I am now reading a book on European history. This book says various things about the Second World War. It gives various explanations for the outbreak of the war, but it says that the question of who started the war cannot be answered in a word. This book is generally kept on the bookshelf in this room.

There are various books arranged on the bookshelf. These are chiefly books concerning politics, economics, and international relations, but they include a few novels. Since this house is rather sturdily built, even the weight of a lot of books is nothing to worry about.

There are various pieces of furniture sitting in this room. There are tables, chairs, a bed, and so forth. There is a curtain hanging in the window. Because it's cold we usually keep the windows on the north side closed. But on a nice day, from this window you can see Mt. Fuji.

The light is on now, but the television is not. When we have finished studying, let's make some tea and watch television.

LESSON 32

A. Patterns: Neutral Vocabulary

Neutral (1) Informal Style
(2) Formal Style
(3) Very Formal Style

(1) N. da	A. i	V. u
(2) N. desu	A. desu	V. masu
(3) N. de gozaimasu	A. gozaimasu	xxx

Examples :

1. Kore wa hon da. / hon desu. / hon de gozaimasu.
"This is a book."
2. Kore wa akai. / akai desu. / akoo gozaimasu.
"This is red."
3. Kodomo wa gakkoo e iku. / ikimasu. / xxx
"Children go to school."

Grammar :

1. This vocabulary is called Neutral contrasted with Honorific, or Humble. (Cf. L. 33)
2. The Neutral Vocabulary may be divided into the informal, the formal, and the very formal styles. The first two have already been introduced. The last one is introduced in this lesson. At this point in your language development you will probably not have much occasion to use it, but it is important to be able to recognize it.
3. The Neutral Vocabulary has nothing to do with the relationship between the speaker and the person spoken to, whereas the Honorific Vocabulary is used only when one refers to the actions of a superior, and the Humble Vocabulary is reserved for referring to one's own actions in speaking to a superior. (Cf. L. 24) The various constructions of the Neutral Vocabulary, therefore, simply conform to varying degrees of formality in the circumstances of their use.
4. Adjectives followed by **gozaimasu** undergo the following changes.

-ai → -oo (accented)	takái → tákoo gozaimásu
(unaccented)	akai → akoo gozaimásu
-ii → -yuu (accented)	hosíi → hósyyu gozaimásu
(unaccented)	muzukasii → muzukasyuu gozaimásu
-ui → -uu (accented)	samúi → sámuu gozaimásu

(unaccented) **akarui** → **akaruu gozaimásu**
-oi → **-oo** (accented) **kurói** → **kúroo gozaimásu**
(unaccented) **omoi** → **omoo gozaimásu**

Notice that there is no adjective ending in **-ei**.

In the case of a negative, however, **-ku** is usually used in preference to these forms.

Takaku gozaimasen. (rather than **Takoo gozaimasen.**)

A few very conventional phrases have developed from the adjective form, as shown in the following examples.

Arigatoo gozaimasu. (from **arigatai**, "thankful")

Ohayoo gozaimasu. (from **(o)hayai**, "early")

Omedetoo gozaimasu. (from **(o)medetai**, "happy, auspicious, propitious")

5. There is no very formal style for verbs. There are, however, some special verbs which correspond to it. The xxx in the chart above indicates that.

a. **aru / arimasu / gozaimasu**

"to exist" (used of inanimate things)

Soko ni gakkoo ga gozaimasu. "There is a school there."

b. **iru / imasu / orimasu**

"to exist" (used of animate)

Inu ga orimasu. "There is a dog."

c. **iu / iimasu / moosimasu** "to say, to be called"

Kono hana wa nan to moosimasu ka.

"What is this flower called."

d. **kuru / kimasu / mairimasu** "to come"

Moo sugu densya ga mairimasu.

"The (electric) train will come soon."

These special verbs are the same verbs which are used in the humble vocabulary, and, except for **gozaimasu**, are not extensively used today as the Neutral Vocabulary.

6. Some means for combining sentences have already been introduced. (Cf. LL. 20-22) Here are some more:

a. **V-nagara V.** (performing two actions simultaneously)

Tabenagara hanasite (i)masu.

"He is talking while eating."

V-nagara cannot be repeated in a single sentence. Therefore, if three actions are performed at the same time, **V-te V-nagara V** is used.

Tatte tabenagara hanasite (i)masu.

"He is speaking while (he is) standing and eating."

- b.bakari de naku "not only.....but also"
 Tanakasan bakari de naku Yamadasan mo ikimasita.
 "Not only did Mr. Tanaka go, but Mr. Yamada went, also."
 Ano hito wa atama ga ii bakari de naku sinsecu desu.
 "He is not only smart but also kind."
 Ano hito wa tabako (o nomu) bakari de naku osake
 mo nomimasu. "He not only smokes but drinks."

B. Vocabulary :

C.N.

文学者	bungákusya	"literary man, a man of letters"
元 日	ganzicu	"New Year's Day"
行政権	gyooséeken	"administrative power"
日	hi	"day"
服	hukú	"dress, clothes"
インテンシブコース	intensibu-kóosu	"intensive course"
科学者	kagákusya	"scientist"
からだ	karada	"body"
権 利	kénri	"right"
きんろう しゃ 勤労感謝の日	Kinrookánsya-no-hi	[(Nov. 23rd) "Labor (Thanksgiving) Day"

(kinroo C.N. labor "kánsya V.N. "thanks")

子供の日	Kodomo-no-hi	"Children's Day" (May 5th)
国 会	kokkai	"the (National) Diet"
オリンピック	Orinpíkku	"the Olympics, the Olympic games"
立法権	rippóoken	"legislative power"
(お)さけ	(o)sake	"sake"
政 府	séehu	"government, administration"
七 五 三	Síci-gó-san	"The Shichi-go-san Festival"

(Nov. 15th)

(a festival day honoring boys 3 and 5, and girls 3 and 7 years old.)

し 司 法 権	sihóoken	"judicial power"
天 皇	tennóo	"the Emperor (of Japan)"

天皇^{のう}たん生日 **Tennootanzýóobi** “the Emperor’s Birthday”
 L (Apr. 29th)

神社	zínzya	“shrine”
A.N. 正 式	seesíki	“regular (proper) form, formal”
政 治 的	seeziteki	“political”
V.N. 成 長	seecyoo	“growth, development”
Ad. い っ か	ícuka	“sometime”
V. つ れ る	cureru (w. v.) [t. v.]	“to take (people or ani- [mals])”
(Cf. 持 っ	mócu (st. v.) [t. v.]	“to hold (things)”
祈 る	inóru (st. v.) [t. v.]	“to pray”
着 せ る	kiseru (w. v.) [t. v.]	“to dress, to clothe, to put on”
も う す	móosu (st. v.) [t. v.]	“to say” (Humble)
な さ る	nasáru (st. v.) [t. v.]	“to do” (Honorific)
お る	óru (st. v.) [i. v.]	“to be, to stay” (Humble)
動 ^{うご} か す	ugokásu (st. v.) [t. v.]	“to move”

A. (お)めでたい **omedetai, medetái** “happy, auspicious,
^お多^お い **óoi** “many” [joyous”

Expression
^{はよ}お早うございます。 **Ohayoo gozaimásu.**
 “Good morning.”
 おめでとうございます。 **Omedetoo gozaimásu.**
 “Congratulations.”
 さようでございます。 **Sayoo de gozaimásu.**
 “That’s right.”
 —ばかりでなく……も — **bákari de nāku……mo**
 “not only—but (also)……”

C. Pattern Practice:

I. もうすぐクリスマスでございます。

1. オリンピック もうすぐオリンピックでございます。
2. お正月 もうすぐお正月でございます。
3. 七五三 もうすぐ七五三でございます。
4. 勤労感謝の日 ^{きんろう しゃ}もうすぐ勤労感謝の日でございます。

II. 今日^{きょう}は寒^{さむ}うございますね。

1. あつい 今日^{きょう}はあつうございますね。
2. あったかい 今日^{きょう}はあったこうございますね。
3. 涼しい 今日^{きょう}は涼しゅうございますね。
4. 天気が悪い 今日^{きょう}は天気が悪うございますね。

III. あの人は、手紙^{がみ}を書きながら話して(い)ます。

1. 食べる
あの人は、食べながら話して(い)ます。
2. わらう
あの人は、わらいながら話して(い)ます。
3. いすを動かす
あの人は、いすを動か^{うご}しながら話して(い)ます。
4. 本をわたす
あの人は、本をわたしながら話して(い)ます。

IV. ダーウィンは、科学者であるばかりでなく、文学者です。

1. 田中さん 英語 ドイツ語も上手^ずだ
田中さんは、英語ばかりでなく、ドイツ語も上手^ずです。
2. あの学生 勉強する 運動もよくする
あの学生は、勉強(する)ばかりでなく、運動もよくします。

C. Pattern Practice (Translation):

I. Christmas will soon be here.

- | | |
|-------------------------|---|
| 1. the Olympics | The Olympics will soon be here. |
| 2. New Year's | New Year's will soon be here. |
| 3. <u>Shichi-go-san</u> | <u>Shichi-go-san</u> will soon be here. |
| 4. Labor Day | Labor Day will soon be here. |

II. It's cold today, isn't it?

- | | |
|-------------------|-------------------------------|
| 1. hot | It's hot today, isn't it? |
| 2. warm | It's warm today, isn't it? |
| 3. cool | It's cool today, isn't it? |
| 4. weather is bad | The weather is bad, isn't it? |

III. He's talking while writing a letter.

- | | |
|-----------------------|--|
| 1. to eat | He's talking while eating. |
| 2. to laugh | He's talking and laughing. |
| 3. to move chairs | He's talking while moving chairs. |
| 4. to hand over books | He's talking while handing over the books. |

IV. Darwin is not only a scientist, but also a man of letters.

- | | | |
|--|----------|-------------------------|
| 1. Mr. Tanaka | English | good at German, too |
| Mr. Tanaka is good not only at English but at German as well. | | |
| 2. that student | to study | to exercise a lot, also |
| That student not only studies hard but he exercises a lot as well. | | |

3. あの人 せが高い ふとって(い)る
あの方は、せが高いばかりでなく、ふとって(い)ます。
4. 日本語のインテンシ 頭がいい 体が丈夫でな
ブコースをとる学生 なければならない
日本語のインテンシブコースをとる学生は、頭が
いいばかりでなく、体が丈夫でなければなりません。

D. Conversation:

1. 今日は七五三ですね。お天気がよくて、よかったですね。
2. 七五三って何ですか。
3. 子供の成長を祈る日です。特に、七つ、五つ、三つの子供のためです。
4. どんな事をしますか。
5. 子供達に正式の服を着せて、神社へつれて行きます。
6. 正式の服とは着物ですか。
7. 着物ばかりでなく、洋服もあります。女の子は着物が多いですが、男の子は洋服が多い様です。
8. では、神社へ行けば、子供達がたくさん居て、かわいいでしょうね。
9. そうですよ。写真をとるのにいい日です。
10. あ、そうですね。じゃ、すぐ行きましょう。

Conversation—Polite (a Japanese woman and a foreigner):

1. 今日は七五三でございますね。お天気がよくて、ようございましたね。
2. 七五三というのは何でございますか。
3. 子供の成長を祈る日でございます。特に、七つ、五つ、三つの子供のためでございます。
4. どんな事をなさいますか。

3. he tall fat
Not only is he tall, but also fat.
4. students who take smart must have
Intensive Japanese strong bodies
Students who take Intensive Japanese must be strong not
only in mind, but in body as well.

D. Conversation (Pronunciation Key):

1. Kyóo wa / Sici-gó-san desu né. Oténki ga yókute / yókatta desu né.
2. Sici-gó-san tte nán desu ka.
3. Kodomo no seecyoo o inóru hī desu. Tókuni / nanácu / icúcu / mitcu no kodomo no tamé desu.
4. Dónna kotō o simāsu ka.
5. Kodomótaci ni seesiki no hukú o kīsete / zínzya e curete ikimāsu.
6. Seesiki no hukú tò wa / kimono désu ka.
7. Kimono bákari de nāku / yoohuku mo arimāsu. Onnánoko wa kimono ga ōoi desu ga / otokónoko wa yoohuku ga ōoi yōo desu.
8. Déwa / zínzya e ikēba / kodomótaci ga takusan ite / kawafī desyoo né.
9. Sáo desu yó. Syasin o tóru no ni īi hī desu.
10. Á / sáo desu né. Zya / sūgu ikimasyōo.

Conversation (English Key):

1. Today is the Shichi-go-san Festival, isn't it? It's nice that it's such a fine day.
2. What is "Shichi-go-san"?
3. It's the day to pray for children's growth. It's specially for children seven, five, and three years old.
4. What do you do (on this day)?

5. 子供達^{たち}に正式の服を着せて、神社へつれて参^{まい}ります。
6. 正式の服というのは着物^{きもの}でございますか。
7. 着物^{きもの}ばかりでなく、洋服^{ようふく}もございます。女の子は着物^{きもの}が多^{おほ}うございますが、男の子は洋服^{ようふく}が多^{おほ}い様でございます。
8. では、神社へ行けば、子供達^{たち}がたくさん居て、かわいいでしょうね。
9. さようでございますよ。写真をとるのにいい日でございます。
10. あ、さようでございますね。では、すぐ参^{まい}りましょう。

E. Reading and Writing:

日本では、一年に九日お休みがあります。そのうちの一つである勤労感謝^{きんろうしや}の日が、もうすぐ来ます。七五三は、お休みではありません。五月五日の子供の日はお休みです。

七五三には、子供達^{たち}に正式の服を着せて、神社へつれて行き、子供達^{たち}の成長を祈ります。写真をとるのにいい日です。

四月二十九日の天皇^{のう}たん生日もお休みです。天皇は、政治的には何の権利も持っていません。政府が行政権を、国会が立法権を持っています。アメリカの大統領は、どんな権利を持っているのでしょうか。

日本では、元日はお休みですが、クリスマスはお休みではありません。ある国では、元日ばかりでなく、クリスマスもお休みです。

5. People dress their children in formal clothes and take them to a shrine.
6. By formal clothes do you mean "kimono"?
7. Not necessarily kimono but sometimes western clothes. More girls wear kimono, but it seems to me that more boys wear western clothes.
8. Then, if I go to a shrine, I'll see many children, won't I? They must be cute.
9. That's right! It is a good day for taking pictures.
10. Yes, it must be! Then, let's go right away.

E. Reading (Transcription in Romaji):

Nihon de wa, icinen ni kokonoka oyasumi ga arimasu. Sono uci no hitocu de aru Kinrookansya-no-hi ga, mocsugu kimasu. Sici-go-san wa, oyasumi de wa arimasen. Gogacu-icuka no Kodomo-no-hi wa oyasumi desu.

Sici-go-san ni wa, kodomotaci ni seesiki no huku o kisete, zinzya e curete iki, kodomotaci no seecyoo o inorimasu. Syasin o toru no ni ii hi desu.

Sigacu-nizyuukunici no Tennootanzyoobi mo oyasumi desu. Tennoo wa, seeziteki ni wa nan no kenri mo motte imasen. Seehu ga gyooseeken o, kokkai ga rippoken o motte imasu. Amerika no daitooryoo wa, donna kenri o motte iru desyoo ka.

Nihon de wa, ganzicu wa oyasumi desu ga, Kurisumasu wa oyasumi de wa arimasen. Aru kuni de wa, ganzicu bakari de naku, Kurisumasu mo oyasumi desu.

Reading (Translation):

In Japan there are nine holidays during the year. One of them, Labor Day, will be here soon. Shichi-go-san is not a holiday.

ダーウィン

[ダ] da

[ウイ] wi (just for foreign words)

きんろう しや
勤勞感謝の日

306. [感] kinrookansya-no-hi

正 式 307. [式] seesiki

服 308. [服] huku

成 長 309. [成] seecyoo

祈 る 310. [祈] inoru

写 真 311. [写] syasin

政 治 的 312. [的] seeziteki

権 利 313. [権] kenri

政 府 314. [府] seehu

大 統 領 315. [統] daitooryoo

316. [領] daitooryoo

正 (210) { 正 月 syoogacu

{ 正 式 seesiki

{ 神 学 singaku

神 (254) { 神 kami

{ 神 社 zinzya

社 (113) { 会 社 kaisya

{ 神 社 zinzya

行 (21) { 行 く iku

{ 旅 行 ryokoo

{ 行政権 gyooseeken

国 際 kokusai

国 (7) { 国 kuni

{ 中 国 cyuugoku

{ 国 会 kokkai

立 (24) { 立 つ tacu

{ 立 川 tacikawa

{ 立法権 rippooken

法 (188) { 方 法 hoohoo

{ 立法権 rippooken

元 (119) { 元 気 genki

{ 元 日 ganzicu

{ 日 本 nihon

{ 日曜日 nicyoobi

日 (1) { 文化の日 bunka no hi

{ 日 光 nikkoo

{ 元 日 ganzicu

Children's Day, which comes on May fifth, is a holiday.

On Shichi-go-san we dress the children in their formal clothes and take them to a shrine where we pray for their growth. It is a good day for taking pictures.

The Emperor's Birthday on the twenty-ninth of April is also a holiday. Politically the Emperor does not have any authority. The executive branch of the government holds the administrative power and the Diet, the legislative powers. What powers are held by the President of the United States?

In Japan, New Year's Day is a holiday, but Christmas is not. In some countries, not only is New Year's Day a holiday, but Christmas Day is, too.

LESSON 33

A. Patterns: Honorific and Humble Vocabulary 1.

1. (<u>Watakusi</u> <u>Anata</u>) wa _____.	(<u>Watakusi</u> <u>Anata</u>) wa <u>Neutral</u> .
2. (Watakusi wa) _____.	(Watakusi wa) <u>Humble</u> .
3. (Anata wa) _____.	(Anata wa) <u>Honorific</u> .

Examples:

1. (Watakusi wa) simasu. "I (or you, or anyone else) will do it."
2. (Watakusi wa) itasimasu. "I'll do it."
3. (Anata wa) nasaimasu. "You (or someone else) will do it."

Grammar:

1. Pattern 1. illustrates the Neutral vocabulary which has no connotation of politeness, and can be used for anyone.
2. Patterns 2. and 3. illustrate Polite vocabulary. Pattern 2. represents the Humble vocabulary used only by the speaker in referring to himself and Pattern 3. the Honorific vocabulary used for superiors.
3. There are special verbs to show Honorific or Humble vocabulary as follows:

Neutral		Polite				
		Humble		Honorific		
formal	informal	formal	informal	formal	informal	
ikimasu	iku	mairimasu	mairu	irassyai masu	irassyaru	“to go”
kimasu	kuru	//	//	//	//	“to come”
imasu	iru	orimasu	oru	//	//	“to be”
imasu	suru	itasimasu	itasu	nasaimasu	nasaru	“to do”
iimasu	iu [yu:]	moosimasu	moosu	ossyaimasu	ossyaru	“to say”
		moosiagemasu	moosiageru			
tabemasu	taberu	itadakimasu	itadaku	(mesi)agarimasu	(mesi) agaru	“to eat”
nomimasu	nomu	//		//	//	“to drink”
arimasu	aru	gozaimasu	xxx	xxx	xxx	“to have”

- a. xxx indicates that there is no special term in Modern Colloquial Japanese.
- b. Notice the irregularity in the following verbs.
 irassyaimasu / irassyaruru, irassyaranai, irassyatta,
 irassyareba, (irassyaroo)
 ossyaimasu / ossyaru, ossyaranai, ossyatta, ossyareba,
 (ossyaroo)
 nasaimasu / nasaru, nasaranai, nasatta, nasareba,
 (nasaroo)

The volition forms in parenthesis are not much used today.

c. **Irassyatta, irassyatte** are often corrupted to **irasita, irasite**.

4. All adjectives and some particles also have Humble and Honorific vocabularies as follows:

Neutral		Polite			
		Humble		Honorific	
formal	informal	formal	informal	formal	informal
-i desu (e. g.) ookii desu akai desu	-i ookii akai	gozaimasu gozaimasu akoo gozaimasu		-kute irassyaimasu ookikute irassyaimasu akakute irassyaimasu	-kute irassyaru ookikute irassyaru akakute irassyairu
desu (e. g.) sensee desu gakusee desu	da sensee da gakusee da	de gozaimasu sensee de gozaimasu gakusee de gozaimasu		de irassyaimasu sensee de irassyaimasu gakusee de irassyaimasu	de irassyaru sensee de irassyaru gakusee de irassyaru

a. **-kute irassyaru** is often preceded by **o-**.

(e. g.) **Oisogasikute irassyaru**.

b. **De irassyaru** is often preceded by **(o)-C.N.-san** or **o-A.N**

(e. g.) **Oisyasan de irassyaru**.

“(You) are a doctor.”

Gakuseesan de irassyaru.

“(You) are a student.”

Tanakasan de irassyaru.

“(You) are Mr. Tanaka.”

Okiree de irassyaru. “(You) are beautiful.”

Ogenki de irassyaru. “(You) are full of spirit.”

5. When Humble or Honorific vocabulary is used, the actor (or the subject) is often not mentioned because it is usually obvious who is acting.

6. **O-V(base) suru** can be used as a Humble vocabulary with the special implication that “I do this for superior.” This becomes even more humble if **suru** is replaced by **itasu**.

Okaki simasu.

“I’ll write (it) for you.”

Okaki itasimasu.

7. You’ve noticed that one Humble or Honorific verb is used for several meanings. The idea is the more ambiguous, the softer, and more polite.

8. Note that the Humble Formal Style, **gozaimasu, de gozaimasu** can be used as the Neutral Very Formal Style (Cf. L. 32), but never as an Honorific.

Watakusi wa kodomo ga gozaimasu.

“I have a child.” (Humble)

Watakusi wa Tanaka de gozaimasu.

"I am (Mr.) Tanaka." (Humble)

Koko ni zisyo ga gozaimasu.

"Here is a dictionary." (Neutral)

Kore wa zisyo de gozaimasu.

"This is a dictionary." (Neutral)

(Cf.) **Anata wa okosan ga irassyaimasu ka.**

"Do you have a child?" (Honorific)

Anata wa Tanakasan de irassyaimasu ka.

"Are you Mr. Tanaka?" (Honorific)

B. Vocabulary:

C.N.

大学祭	daigákusai	"university festival" [campus]
学内	gakúnai	"inside the university, university
方	-gata	(honorific suffix indicating plural
(お)ひる	hirú, ohiru	"lunch" [humans]
研究室	kenkyúusicu	"(professor's) office"
きっぷ	kippu	"ticket"
切手	kitte	"stamp"
共学	kyoogaku	"coeducation"
おいしゃさん	oisyasan	"physician, doctor" (Honorific)
設備	sécubi	"facilities"
しゅみ	syúmi	"hobby"
体育	táikū	"physical education"
体育館	taiikúkan	"gymnasium"

V.N.

ゴルフ góruhu "golf"

A.N.

不便 húben "inconvenience"
(Cf. 便利 bēnri "convenience")

A.

少ない sūkunái "few, little"

V.

集める acuméru (w. v.) [t. v.] "to collect" [(Honorific)]
 いらっしゃる irassyáru (st. v.) [i. v.] "to go, to come, to be"
 いたす itasu, ítasu (st. v.) [t. v.] "to do" (Humble)
 申し上げる moosiageru (w. v.) [t. v.]
 "to say, to speak" (Humble)
 おっしゃる ossyáru (st. v.) [t. v.]
 "to say, to speak" (Honorific)

The masu form is ossyaimáshu, not ossyarimáshu.
 The imperative form is ossyái.

C. Pattern Practice:

I. あした学校へいらっしゃいますか。

1. 勉強する あした勉強なさいますか。
2. 食堂で食べる あした食堂でめし上がりますか。
3. 山中さんに言う あした山中さんにおっしゃいますか。
4. ここに居る あしたここにいらっしゃいますか。

II. 大学祭^{さい}へ参りました。

1. 食堂で食事する 食堂で食事いたしました。
2. 家^{うち}に居る 家におりました。
3. 話す お話しいたしました。
4. 映画のきっぷをもらう 映画のきっぷをいただきました。

III. (Change the verbs.)

1. あなたは先生でいらっしゃいます。
私 私は先生でございます。
2. あなたはテニスをなさいます。
私 私はテニスをいたします。
あなたは山中さんとおっしゃいます。
私 私は山中と申します。
4. あなたはおさをめし上がります。
私 私はおさをいただきます。
5. あなたはせが(お)高くていらっしゃいます。
私 私はせが^{たこ}高うございます。
私 私はせが高いです。

IV. いらっしゃるとおっしゃいました。

1. ゴルフをする ゴルフをなさるとおっしゃいました。
2. おさをのむ おさをめし上がるとおっしゃいました。

C. Pattern Practice (Translation):

I. Are you going to school tomorrow?

1. to study Are you going to study tomorrow?
2. to eat in the dining hall
 Are you going to eat in the dining hall tomorrow?
3. to tell Mr. Yamanaka
 Are you going to tell Mr. Yamanaka tomorrow?
4. to be here Are you going to be here tomorrow?

II. I went to the university festival.

1. to eat in the dining hall I ate in the dining hall.
2. to stay at home I stayed at home.
3. to tell I told him.
4. to receive a movie ticket I received a movie ticket.

III.

1. You are teacher.
 I I am a student.
2. You play tennis.
 I I play tennis.
3. Your name is Mr. Yamanaka.
 my My name is Yamanaka.
4. You drink sake.
 I I drink sake.
5. You are tall.
 I I am tall.

IV. He said he would be here.

1. to play golf He said he would play golf. (He said he plays golf.)
2. to drink sake He said he would drink sake.

3. ^{うち}家に居る ^{うち}家にいらっしゃるとおっしゃいました。
た。
4. 食事する 食事なさるとおっしゃいました。

V. (Answer the questions.)

1. お名前は何とおっしゃいますか。
……と申します。
2. 学生さんでいらっしゃいますか。
はい、学生でございます。
3. 何を専攻して(い)らっしゃいますか。
……を専攻しております。
4. どこに住んで(い)らっしゃいますか。
寮(立川)に住んでおります。
5. お食事はどこでなさいますか。
大てい食堂でいたします。

VI. 先生は教授^{じゅ}でいらっしゃいます。

1. 教えて 先生は教えて(い)らっしゃいます。
2. せがなくて 先生はせが高くていらっしゃいます。
3. 研究室で 先生は研究室でいらっしゃいます。
4. かぶきへ 先生はかぶきへいらっしゃいます。

3. to be at home He said he would be at home.
4. to eat He said he would eat.

V.

1. What is your name? It's _____.
2. Are you a student? Yes, I am.
3. What are you majoring in? I am majoring in _____.
4. Where do you live? I live in the dormitory (in Tachikawa).
5. Where do you eat your meals? I usually eat in the dining hall.

VI. The teacher is a professor.

1. teach The teacher is teaching.
2. tall The teacher is tall.
3. in his office The teacher is in his office.
4. to Kabuki The teacher is going to Kabuki.

D. Conversation:

1. お名前は何とおっしゃいますか。
2. 山中と申します。学生でございます。
3. 何を専攻して(い)らっしゃいますか。
4. 化学を専攻しております。
5. あなたの大学の設備はいかがでございますか。
6. 設備はあまりよくございません。
7. お食事は食堂でなさいますか。
8. はい、大てい食堂でいたします。
9. 夜は大ていどうなさいますか。
10. 夕御はんの^あ後は大てい図書館へ行き、十時^{ごろ}頃までそこにおります。

Conversation—Informal (an older lady and a younger girl):

1. お名前は何ておっしゃるの?
2. 山中と申します。学生でございます。
3. 何を専攻してらっしゃるの?
4. 化学を専攻しております。
5. あなたの大学の設備はいかが?
6. 設備はあまりよくございません。
7. お食事は食堂でなさるの?
8. はい、大てい食堂でいたします。
9. 夜は大ていどうなさるの?
10. 夕御はんの^あ後は大てい図書館へ行き、十時^{ごろ}頃までそこにおります。

D. Conversation (Pronunciation Key):

1. Onamae wa nán to ossyaimāsu ka.
2. Yamanaka to moosimāsu. Gakusee de gozaimāsu.
3. Náni o senkoo site (i)rassyaimāsu ka.
4. Kágaku o senkoo site orimāsu.
5. Anáta no daigaku no sēcubi wa / ikága de gozaimāsu ka.
6. Sēcubi wa amari yóku gozaimasēn.
7. Osyokuzi wa syokudoo de nasaimāsu ka.
8. Háí / taitee syokudoo de itasimāsu.
9. Yóru wa taitee dóo nasaimāsu ka.
10. Yuugóhan no áto wa / taitee tosyókan e iki / zyuzigóro made soko ni orimāsu.

Conversation (English Key):

1. What is your name?
2. My name is (Kazuko) Yamanaka. I'm a student.
3. What are you majoring in?
4. I'm majoring in chemistry.
5. How are the facilities in your university?
6. They are not very good.
7. Do you eat in the dining hall?
8. Yes, I usually eat there.
9. What do you usually do in the evenings?
10. After supper I usually go to the library and stay there until about ten o'clock.

E. Reading and Writing:

私は山中と申します。学生でございます。私の大学は、共学でございますが、男子学生が多くて、女子学生は大変少のうございます。私は化学を専攻しております。いい先生がかなりたくさんいらっしゃいます。主に男の先生でいらっしゃいます。

この大学の設備は、あまりよくございません。特に体育館がございませんので、大変不便です。

先生方は、主に学内に住んでいらっしゃいます。おひるは、大てい食堂でめし上がります。私も学内に住んでおりますので、食堂で食事いたします。

夕御はんの後は、大てい図書館へ行って勉強いたします。毎ばん十時頃までそこにおります。先生方も時々図書館へいらして、本をお読みになります。

私のしゅみは、切手を集めることでございます。それで、度々郵便局へ参ります。

申す	317. [申] moosu	多 (98)	{ 多 分 tabun
共学	318. [共] kyoogaku		{ 多 い ooi
専攻	319. [専] senkoo	少 (120)	{ 少 し sukosi
	320. [攻] senkoo		{ 少ない sukunai
設備	321. [設] secubi	切 (169)	{ 親切 sinsecu
	322. [備] secubi		{ 切手 kitte
体育館	323. [体] taiikukan	便 (140)	{ 便利 benri
不便	324. [不] huben		{ 郵便局 yuubinkyoku
図書館	325. [図] tosyokan	参 (244)	{ 参考書 sankoosyo
集める	326. [集] acumeru		{ 参 る mairu
郵便局	327. [郵] yuubinkyoku		
	328. [局] yuubinkyoku		

E. Reading (Transcription in Romaji):

Watakusi wa Yamanaka to moosimasu. Gakusee de gozaimasu. Watakusi no daigaku wa, kyoogaku de gozaimasu ga, dansigakusee ga ookute, zyoosigakusee wa taihen sukunoo gozaimasu. Watakusi wa kagaku o senkoo site orimasu. Ii sensee ga kanari takusan irassyaimasu. Omo ni otoko no sensee de irassyaimasu.

Kono daigaku no secubi wa, amari yoku gozaimasen. Tokuni taiikukan ga gozaimasen node, taihen huben desu.

Senseegata wa, omo ni gakunai ni sunde irassyaimasu. Ohiru wa, taitee syokudoo de mesiarimasu. Watakusi mo gakunai ni sunde orimasu node, syokudoo de syokuzi itasimasu.

Yuugohan no ato wa, taitee tosyokan e itte benkyoo itasimasu. Maiban zyuuzigoro made soko ni orimasu. Senseegata mo tokidoki tosyokan e irasite, hon o oyomi ni narimasu.

Watakusi no syumi wa, kitte o acumeru koto de gozaimasu. Sorede, tabitabi yuubinkyoku e mairimasu.

Reading (Translation):

My name is Yamanaka. I'm a college student. My university is coeducational, but the students are mostly men. There are very few women students. I am majoring in chemistry. There are quite a few good teachers. Most of them are men.

The facilities in this university are not very good. Especially, the fact that there is no gymnasium makes it very inconvenient.

Most of the teachers live on the campus. At lunch, they usually eat in the cafeteria. Since I live on the campus too, I also eat in the cafeteria.

After supper, I usually go to the library and study. I'm there until about ten o'clock every night. Teachers sometimes also come to the library to read.

My hobby is collecting stamps. Therefore, I often go to the post office.

LESSON 34

A. Patterns: (1) Honorific and Humble Vocabulary 2. (2) Derivation 1.

1. (V.→C.N.)

- a. **o** _____ **desu**
- b. **o** _____ **ni narimasu**
- c. **o** _____ **kudasai**
- d. (**o**) _____ **nasai**
- e. **o** _____ **no N.**
- f. **o** _____ **simasu**

2. (V.→A.) a. _____ **-nikui**
b. _____ **-yasui**

- | | |
|---------------------|--|
| 1. a. | <div style="display: inline-block; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> desu
 ni narimasu
 kudasai
 nasai
 no N.
 simasu </div> |
| b. | |
| c. | |
| d. oV.(base) | |
| e. | |
| f. | |
| 2. a. | <div style="display: inline-block; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> -nikui
 -yasui </div> |
| b. V.(base) | |

Examples:

1. a. **Tegami o okaki desu.** "You write a letter." (Honorific)
 b. **Tegami o okaki ni narimasu.** "You write a letter." (Honorific)
 c. **Tegami o okaki kudasai.** "Please write a letter." (Request)
 d. **Tegami o (o)kaki nasai.** "Write a letter." (Polite Command)
 e. **okaki no tegami** "the letter which you write (have written, are writing)" (Honorific)
 f. **Tegami o okaki simasu.** "I'll write a letter for you." (Humble)
2. a. **Tegami ga kakinikui desu.** "(It) is hard to write a letter."
 b. **Tegami ga kakiyasui desu.** "(It) is easy to write a letter."

Grammar:

1. These slots are filled by the base forms of verbs.
2. Pattern 1. illustrates this verb form with **o-** functions as a common noun. Pattern 1. e. is not so common as others.
3. Pattern 2. illustrates this verb form with **-nikui** or **-yasui**. This combined form functions as an adjective and therefore takes as a particle either **ga** or **wa**.
4. Pattern 1. a. — 1. e. are honorific forms which are used of the action of a superior. (Cf. L. 24 for the meaning of superior.)
 1. a. & b. for statement, c. for request, d. for command, and e. for noun modifying.
5. The words **kudasai** (Pattern 1.c.) and **nasai** (Pattern 1.d.) by themselves mean "give (me)" and "(you) do!" respectively.
6. In Pattern 1.d., the initial honorific **o-** can be omitted.
7. Pattern 1.f. is a humble form, which is used for the action of the

speaker in relation to a superior.

8. **Ki(masu)** "come" and **i(masu)** "be, stay" are never used in Pattern 1. **Oide** is used instead except in f. where humble vocabulary is used. This is also used to mean **iki(masu)** "go." Therefore, for "go" either **oiki** and **oide** may be used though **oide** is more common.

9. **Oide ni naru** is interchangeable with **irassiyaru**.

(Cf. LL. 18, 21 and 33)

10. **Si(masu)** "do" is never used in Pattern 1. **Oyari** is used instead except in f. where humble vocabulary is used.

Mi(masu) "see" is never used in Pattern 1. **Goran** is used instead except in f. where humble vocabulary, **haiken (simasu)**, is used.

* **Hazimete** is used as follows: (Cf. Reading and Writing)

Hazimete goruhu o simasita.

"I played golf for the first time."

Goruhu o suru no wa hazimete desita.

"It was my first time to play golf."

Hazimete sono otaku o tazunemasita.

"I visited his house for the first time."

Sono otaku o otazune suru no wa hazimete desita.

"It was my first time to visit his house."

B. Vocabulary:

C.N.

あ ち ら **acira** "over there"

交 番 **kooban** "police box"

思 想 **sisoo** "thought"

所 **tokoro, tokoró** (modified) "place"

東 洋 **tóoyoo** "the East, the Orient"

V. 伝 え る **cutaeru** (w. v.) [t. v.] "to convey, to tell, to pass on, to import, to hand down"

関 す る **kansúru** (irr. v.) [i. v.] "to concern, to relate to"

願 う **negáu** (st. v.) [t. v.] "to ask"

移 る **ucúru** (st. v.) [i. v.] "to move (to), to change, to shift, to spread (fire, etc.)"

Ad.

非 常 に **hizyooni** "exceedingly, terribly"

最近 **saikin** “lately, recently”
 しばらく **sibáruku** “for a while, for a moment, for some time”

やっと **yatto** “finally, after much effort”

(Cf. とうとう **tóotoo** “finally”)

Note: **yatto** (generally connoting much effort or energy as well as time; sometime with the feeling of “just” or “just barely” “after much difficulty”)

tóotoo (after much time has been spent)

よろしく **yorosiku** “well, properly, suitably”

Expression

おいでになる **oide ni náru** “to come, to go, to be, to stay”

よろしく (お伝え下さい)。 **Yorosiku (ocutae kudasái)**.

“Send my best regards.”

C. Pattern Practice:

I. 手紙^{がみ}をお書きになりますか。

1. 買物に行く 買物においでになりますか。
2. ぼうしを買う ぼうしをお買いになりますか。
3. たばこをのむ たばこをおのみになりますか。
4. テニスをやる テニスをおやりになりますか。

II. このくすりを(お)のみなさい。

1. 三時に来る 三時においでなさい。
2. 直ぐ読む 直ぐ(お)読みなさい。
3. この電車にのる この電車に(お)のりなさい。
4. 神田で下りる 神田で(お)下りなさい。

III. (まどを)お開^あけしましょうか。

1. 手伝う お手伝いしましょうか。
2. 聞く お聞きしましょうか。
3. 話す お話ししましょうか。
4. (おさとうを)入れる おさとうをお入れしましょうか。

C. Pattern Practice (Translation):

I. Are you going to write a letter? (Will you write a letter? Would you like to write a letter?)

- | | |
|-------------------|-----------------------------|
| 1. to go shopping | Are you going shopping? |
| 2. to buy a hat | Are you going to buy a hat? |
| 3. to smoke | Do you smoke? |
| 4. to play tennis | Do you play tennis? |

II. Take this medicine.

- | | |
|-----------------------------|------------------------|
| 1. to come at three o'clock | Come at three o'clock. |
| 2. to read right away | Read it right away. |
| 3. to take this train | Take this train. |
| 4. to get off at Kanda | Get off at Kanda. |

III. Shall I open the window?

- | | |
|----------------------|--|
| 1. to help (out) | Shall I help you? |
| 2. to listen, to ask | Shall we listen (to it)? Shall I ask? |
| 3. to talk, to speak | Shall we talk(about it)? Shall I speak to him for you? |
| 4. to put sugar in | Shall I put in some sugar? |

IV. お読みの本は面白いですか。

- | | |
|-------|---------------|
| 1. 話す | お話しの本は面白いですか。 |
| 2. 買う | お買いの本は面白いですか。 |
| 3. 持つ | お持ちの本は面白いですか。 |

V. このペンは書きにくいですね。

- | | | |
|--------|------|------------------|
| 1. くすり | のむ | このくすりはのみにくいですね。 |
| 2. かん字 | おぼえる | このかん字はおぼえにくいですね。 |
| 3. 名前 | 言う | この名前は言いにくいですね。 |
| 4. 小説 | 読む | この小説は読みにくいですね。 |

VI. (Make the sentences more polite.)

- | | |
|-------------------------|-------------------------|
| 1. たばこをのみますか。 | |
| | たばこをおのみ{になりますか。
ですか。 |
| 2. 手伝いましょうか。お手伝いしましょうか。 | |
| 3. このくすりをのみなさい。 | |
| | このくすりをおのみ{なさい。
下さい。 |

VII. (Answer the questions.)

- | | |
|---------------------|---------------|
| 1. あしたここにおいでになりますか。 | |
| はい | はい、参ります。 |
| いいえ | いいえ、参りません。 |
| 2. まどをおしめしましょうか。 | |
| はい | はい、どうぞ。 |
| | はい、お願いします。 |
| | はい、しめて下さい。 |
| いいえ | いいえ、しめないで下さい。 |

IV. Is the book you are reading interesting?

- | | |
|------------|--|
| 1. to talk | Is the book you spoke about interesting?
(Is the book in question interesting?) |
| 2. to buy | Is the book you bought interesting? |
| 3. to have | Is the book you have interesting? |

V. This pen is hard to write with, isn't it?

- | | |
|--------------------------|---|
| 1. medicine to take | This medicine is hard to take, isn't it? |
| 2. character to memorize | These characters are hard to learn,
aren't they? |
| 3. name to say | This name is hard to say, isn't it? |
| 4. novel to read | This novel is hard to read, isn't it? |

VI.

1. Do you smoke?
2. Shall I help you?
3. Take this medicine.

VII.

- | | |
|-------------------------------|----------------------------|
| 1. Will you be here tomorrow? | |
| yes | Yes, I will. |
| no | No, I won't. |
| 2. Shall I close the window? | |
| yes | Yes, please. |
| | Yes, if you would. |
| | Yes, please do. |
| no | No, please don't close it. |

D. Conversation:

1. 少しお話ししたい事があるのですが、あしたお宅においでですか。
2. はい、午前中は家に居ますが、午後はゴルフに出かけます。
3. 何時頃お出かけですか。
4. 一時半頃出かけるつもりです。
5. それでは、朝十時頃お訪ねしていいですか。
6. はい、けっこうです。お待ちして(い)ます。
7. あちらで北山さんにお会いになりますか。
8. 多分会えるでしょう。あの方はよくゴルフにおいでになりますから。
9. お会いになったらよろしくお伝え下さい。私はしばらくお会いして(い)ませんから。
10. はい、しょうちしました。

Conversation—Informal (two girls):

1. ちょっとお話ししたい事があるんだけど、あしたお宅においでになる?
2. ええ、午前中は家に居るけど、午後はゴルフに出かけるわ。
3. 何時頃お出かけ?
4. 一時半頃出かけるつもりだけど。
5. じゃ、朝十時頃お訪ねしていい?
6. ええ、けっこうよ。お待ちしてるわ。
7. あちらで北山さんにお会いになる?
8. 多分会えるでしょう。あの方はよくゴルフにおいでになるから。
9. お会いになったらよろしくね。あたし、しばらくお会いしてないから。
10. ええ、いいわ。

D. Conversation (Pronunciation Key):

1. Sukósi ohanasi sítai kotō ga āru no desu ga / asíta otaku ni oide desu ka.
2. Háí / gozençyū wa / uci ni imásu ga / gógo wa / góruhu ni deka-kemāsu.
3. Nanzigóro odekake dēsū ka.
4. Icizihangóro dekakeru cumori dēsū.
5. Soredéwa / ása zyuzigóro / otazune síte fi desu ka.
6. Háí / kékkoo desu. Omaci síte (i)másu.
7. Acira de / Kitayamasan ni oai ni narimásu ka.
8. Tábuñ aēru desyōo. Ano katá wa / yóku góruhu ni oide ni nari-másu kara.
9. Oai ni náttara / yorosíku ocutae kudasái. Watakusi wa / sibáruku oai síte (i)masēn kara.
10. Háí / syoocí simásíta.

Conversation (English Key):

1. I've something I'd like to talk to you about. Will you be home tomorrow?
2. Yes, I'll be home all morning, but I'm going out to play golf in the afternoon.
3. About what time will you be leaving?
4. I plan to leave around 1:30.
5. In that case, may I call on you around 10:00 in the morning?
6. That would be fine. I'll be waiting for you.
7. Will you see Mr. Kitayama at the golf course?
8. Perhaps I'll be able to see him. He often comes to play golf.
9. If you see him, please give him my best regards. (Because) I haven't seen him for quite a while.
10. Certainly, I will.

E. Reading and Writing:

池田さんに用があったので、お電話しました。丁度、池田さんはお宅においででした。けれども、午後はゴルフにお出かけになるので、直ぐお訪ねする事にしました。

池田さんは、最近、神田にお移りになったので、その*お宅をお訪ねするのは、初めてでした。非常に分かりにくい所で、交番で聞いてやっと分かりました。

私がお訪ねした時、池田さんは、本をお読みになっていました。お読みの本は、東洋思想に関する物でした。池田さんは、ゴルフにおいでになると、よく北山さんにお会いになるので、よろしく伝えて下さいとお願いしました。私は、北山さんにしばらくお会いしていません。

用事をすませて、十一時頃失礼しました。

ゴルフ [ゴ] go

お宅	329. [宅]	otaku	近 (90)	{ 近 く	cikaku
最近	330. [最]	saikin		{ 最近	saikin
移る	331. [移]	ucuru		{ 台所	daidokoro
非常に	332. [非]	hizyooni	所 (110)	{ 住所	zyuusyo
	333. [常]	hizyooni		{ 研究所	kenkyuuzyo
交番	334. [交]	kooban		{ 所	tokoro
東洋	335. [洋]	tooyoo	思 (195)	{ 思 う	omou
思想	336. [想]	sisoo		{ 思想	sisoo
願う	337. [願]	negau	伝 (131)	{ 手伝う	tecudau
失礼	338. [失]	sicuree		{ 伝える	cutaeru
	339. [礼]	sicuree			

*(Cf. p. 322)

E. Reading (Transcription in Romaji):

Ikedasan ni yoo ga atta node, odenwa simasita. Cyoodo, Ikedasan wa otaku ni oide desita. Keredomo, gogo wa goruhu ni odekake ni naru node, sugu otazune suru koto ni simasita.

Ikedasan wa, saikin, Kanda ni oucuri ni natta node, sono otaku o otazune suru no wa, hazimete desita. Hizyooni wakaririkui tokoro de, kooban de kiite yatto wakarimasita.

Watakusi ga otazune sita toki, Ikedasan wa, hon o oyomi ni natte imasita. Oyomi no hon wa, tooyoosisoo ni kansuru mono desita. Ikedasan wa, goruhu ni oide ni naru to, yoku Kitayamasan ni oai ni naru node, yorosiku cutaete kudasai to onegai simasita. Watakusi wa, Kitayamasan ni sibaraku oai site imasen.

Yoozi o sumasete, zyuuicizigoro sicuree simasita.

Reading (Translation):

I had some business with Mr. Ikeda, so I called him on the phone. He was at home when I called, but since he was going out to play golf in the afternoon, I decided to call on him right away.

Since Mr. Ikeda had just recently moved to Kanda, it was the first time for me to visit him there. It was a very difficult place to find, but I finally found it after asking at a police box.

When I arrived at his house, Mr. Ikeda was in the middle of reading a book. The book was about Oriental thought. Because Mr. Ikeda often sees Mr. Kitayama when he goes out to play golf, I asked him to give him my regards. (Because) I haven't seen Mr. Kitayama for some time.

I finished the business I had with him and left about eleven o'clock.

LESSON 35

A. Patterns: Verb with Special Function 5.

V-te _____.

1. V-te ikimasu.
2. V-te kimasu.
3. V-te simaimasu.
4. V-te okimasu.
5. V-te mimasu.

Examples:

- | | |
|-------------------------------|--|
| 1. Aruite ikimasita. | "I went on foot." |
| 2. Aruite kimasita. | "I came on foot." |
| 3. Tabete simaimasita. | "I ate it up." |
| 4. Kaite okimasita. | "I wrote it down (for future reference, or so that someone would see it later)." |
| 5. Kaite mimasita. | "I tried writing it." |

Grammar:

1. Some verbs, when immediately following another verb in the te-form, lose their original meaning and add some special meaning to the previous verb. Some of these have already been introduced in previous lessons.

V-te imasu (L. 14)

V-te kudasai (L. 16)

V-te agemasu, yarimasu, etc. (L. 25)

V-te arimasu (L. 31)

2. **Iku**, whose original meaning is "to go," shows movement from here to there, while **kuru**, whose original meaning is "to come," shows from there to here.

Aruite ikimasu. "I walk away." "I go on foot."

Aruite kimasu. "I walk this way." "I come on foot."

Kaette ikimasu. "He goes home."

Kaette kimasu. "He comes home."

Motte ikimasu. "He takes it."

Motte kimasu. "He brings it."

Suppose (1) you go somewhere, (2) you do something, and (3) you come back; in this case, only the first two are usually mentioned in English while only the last two are mentioned in Japanese. In other words, for example, in English, one goes and does something, whereas in Japanese, one does something and comes back.

- a. (1) go (2) buy (3) come back
 "I'll go and buy it." ("come back" is not mentioned.)
 Katte kimasu. ("go" is not mentioned.)
 "buy" "come"
- b. (1) stay (2) eat (3) leave (go)
 "Stay and eat." ("leave" is not mentioned.)
 Tabete irassyai. ("stay" is not mentioned.)
 "eat" "go"
3. **Simau**, whose original meaning is "to finish, to put away," adds the idea of completion.
 Tabete simaimasita. "I ate it up." "I finished eating."
 Kaite simaimasita. "I finished writing." "I wrote it all down."
 It may also indicate some irretrievable action or finality.
 Itte simaimasita. "He has gone." (I'm sorry that he has gone.)
 Kitte simaimasita. "He cut it off."
4. **Oku**, whose original meaning is "to put (aside), to place," indicates the performance of some action ahead of time or something for later use.
 Kaite okimasu. "I'll write down." (so that people will see it later.)
 Yonde okimasita. "I read it ahead of time." (so that I would be able to discuss it with other people later.)
 Tabete okimasyoo. "I'll eat now." (I'm not hungry yet, but I may not have time to eat for a while.)
 Katte okimasu. "I'll buy it." (though I don't need it right now.)
5. **Miru**, whose original meaning is "to see," adds the idea of trying or attempting.
 Tabete mimasu. "I'll try eating it." (I'll eat it and see how it is.)
 Yonde mimasu. "I'll try reading it."
6. **Goran**, the honorific form of **mi(ru)**, can also be used in this way: (Cf. L. 34)
 Goran ni narimasu. "You'll see it."
 Goran nasai. "Look (at this)."
 Yonde goran nasai. "Try reading it."
 Tabete goran nasai. "Try eating it."

B. Vocabulary:

C.N.

判 事	hánzi	"judge"
近 所	kínzyo	"neighborhood"
み かん	míkan	"tangerine"
お手伝い(さん)	otecúdai(san), otécudai(san)	"helper, maid" (This word is coming to be preferred to zyocyuu .)
おじょうさん/むすめ	ozyóosan / musumé	"young girl, your daughter / my daughter"
りんご	ringo	"apple"
スト	sútó, súto	"strike, work stoppage"
週	syúu	"week"
大 使	táisi	"ambassador"
大 使 館	taisíkan	"embassy"
自 信	zisin	"self-confidence" (confidence in one's ability to do something)
条 件	zyookén	"conditions, terms"
(三人) 共	(sannin)tomo	"all of (the three), all (three of them), (the three) together"

A.N.

必 要	hícuyoo	"necessity"
-----	----------------	-------------

V.N.

セ ッ ト	sétto	"setting"
-------	--------------	-----------

V.

切 る	kíru (st. v.) [t. v.]	"to cut"
さがす	sagasu (st. v.) [t. v.]	"to look for, to search"
わすれる	wasureru (w. v.) [t. v.]	"to forget"

Ad.

すっかり	sukkári	"completely, entirely"
とにかく	tónikaku	"anyway, at any rate"

Expression

ごらんになる	goran ni náru	"to see" (Honorific)
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List of the Vocabulary Classified by the Parts of Speech

Lesson	C.N.	A.N.	Ad.N.	V.N.	I.N.	V.	A.	Ad.	Pren.	C.	Exp.
1	1				1			1		1	1
2	2	1			2				1		
3	3					1		2		2	2
4	4					2		3			3
5	5					3		4		3	
6	6		1				1	5		4	
7	7						2	6		5	
8	8			1				7			
9	9				3			8			
10	10	2	2	2		4	3		2		
11	11		3								
12	12					5				6	
13	13		4	3		6	4	9		7	
14	14			4		7		10			
15	15	3		5		8	5	11		8	4
16	16	4	5	6	4	9		12		9	5
17	17	5				10		13		10	
18	18			7		11		14		11	6
19	19		6			12				12	7
20	20	6	7	8		13	6				
21	21			9		14		15			8
22	22		8	10		15	7			13	9
23	23					16		16	3		
24	24	7	9	11		17		17			
25	25			12	5	18			4	14	10
26	26		10	13		19	8	18			
27	27		11			20	9	19			
28	28	8	12	14		21	10				
29	29			15		22		20			11
30	30	9		16		23				15	12
31	31	10		17		24	11	21			
32	32	11		18		25	12	22			13
33	33	12		19		26	13				
34	34					27		23		16	14
35	35	13		20		28		24			15
36	36	14	13	21	6	29	14	25			16
37	37	15		22		30	15	26			17
38	38			23		31	16				18
39	39	16		24		32	17	27	5		
40	40	17		25		33	18	28		17	
39	Onomatopoeia										

C. Pattern Practice:

I. さんぽに犬をつれて行きました。

1. 音楽会に家内をつれる

音楽会に家内をつれて行きました。

2. 病気の友達を訪ねる

病気の友達を訪ねて行きました。

3. 駅へ歩く 駅へ歩いて行きました。

4. 先生の所へ問題を持つ

先生の所へ問題を持って行きました。

II. その学生はいつも犬をつれて来ます。

1. 問題を持つ その学生はいつも問題を持って来ます。

2. 家から歩く その学生はいつも家から歩いて来ます。

3. 辞書を引く その学生はいつも辞書を引いて来ます。

4. 果物を買う その学生はいつも果物を買って来ます。

III. 友達は行ってしまいました。

1. おかしを食べる おかしを食べてしまいました。

2. かん字をすっかりおぼえる

かん字をすっかりおぼえてしまいました。

3. かん字をすっかりわすれる

かん字をすっかりわすれてしまいました。

4. かみを切る

かみを切ってしまいました。

IV. あした店が休みなので、今日肉を買っておきます。

1. 出かける 勉強する

あした出かけるので、今日勉強しておきます。

2. 友達を訪ねたい 電話をかける

あした友達を訪ねたいので、今日電話をかけておきます。

C. Pattern Practice (Translation):

I. I took the dog for a walk.

- | | |
|-------------------------------------|------------------------------------|
| 1. to take my wife to a concert | I took my wife to a concert. |
| 2. to visit a sick friend | I went to visit a sick friend. |
| 3. to walk to the station | I walked to the station. |
| 4. to take a problem to the teacher | I took the problem to the teacher. |

II. That student always brings his dog.

- | | |
|----------------------------------|---|
| 1. to have a problem | That student is always bringing his problems to me. |
| 2. to walk from the house (home) | That student always walks from his house. |
| 3. to consult a dictionary | That student always goes and consults the dictionary. |
| 4. to buy fruit | That student always goes out to buy fruit. |

III. My friend has left.

- | | |
|--|---|
| 1. to eat cake | I finished up the cake. |
| 2. to learn all the characters | I learned all the characters by heart. |
| 3. to forget all the characters completely | I have completely forgotten all the characters. |
| 4. to cut hair | I had my hair cut off. |

IV. The store will be closed tomorrow, so I'll buy the meat today.

- | | |
|---|----------|
| 1. to go out | to study |
| I'm going out tomorrow, so I'll do my studying today. | |
| 2. to want to visit a friend | to phone |
| I want to visit a friend tomorrow, so I'll call him up today. | |

3. 電車がスト 買物する
あした電車がストなので、今日買物しておきます。

4. 友達の結婚式 かみをセットする
あした友達の結婚式なので、今日かみをセットしておきます。

V. とにかくやってみましょう。

1. 考える とにかく考えてみましょう。
2. 話す とにかく話してみましょう。
3. 行く とにかく行ってみましょう。
4. 電話する とにかく電話してみましょう。

VI. あした店が休みなので、今日肉を買っておきます。
(Answer the questions.)

1. いつ店が休みですか。 あした休みです。
2. なぜ今日肉を買っておきますか。
あした店が休みなので。
3. あした店が休みなので、今日どうしますか。
肉を買っておきます。
4. あした店が休みなので、今日何を買っておきますか。
肉を買っておきます。

D. Conversation:

1. きのは電車がストでしたが、どこかへお出かけになりましたか。
2. はい、近所の友達を訪ねました。歩いて行けましたので。
3. そのお友達は日本の方ですか。
4. いいえ、アメリカ人で、判事をして(い)らっしゃるのですが、今お休みをとって、大使館につとめて(い)るおじょうさんを訪ねて(い)らっしゃいました。

3. the train lines strike to do shopping
The train lines will be on strike tomorrow, so I'll do my shopping today.
4. a friend's wedding to get one's hair set
A friend of mine is getting married tomorrow, so I'm going to have my hair set today.

V. At any rate, I'll (let's) try.

1. to think At any rate, let's think about it.
2. to talk At any rate, let's talk to him about it.
3. to go At any rate, let's go and see.
4. to phone At any rate, let's phone and see.

VI. Tomorrow is a holiday, so I'll buy the meat today.

1. When will the store be closed? It will be closed tomorrow.
2. Why are you going to buy the meat today?
Because the store will be closed tomorrow.
3. Since the store will be closed tomorrow, what are you going to do today?
I'm going to buy the meat.
4. Since the store will be closed tomorrow, what are you going to buy today?
I'm going to buy the meat.

D. Conversation (Pronunciation Key):

1. Kinóo wa densya ga sūtó des̄ita ga / dóko ka e odekake ni nari-mās̄ita ka.
2. Háí / kínyo no tomodaci o tazunemās̄ita. Arúite ikemās̄ita node.
3. Sono otomodaci wa / Nihon no katá desu ka.
4. Iie / amerikázin de / hánzi o site (i)rassyāru no desu ga / ima oyasumi o tótte / taisikan ni cutōmete (i)ru ozyōosan o / tazūnete (i)rassyaimās̄ita.

5. それはいいですね。どの位日本にいらっしゃるのですか。
6. 十か月いらっしゃるはずですよ。おくさんもつれて(い)らっしゃいました。
7. 日本の生活になれないので、困って(い)らっしゃいませんか。
8. そうですね。お手伝いがなくて、困って(い)らっしゃるのですが。あなたもさがして下さいませんか。
9. それは難しい問題ですね。あまり自信がありませんが、さがしてみましよう。条件を聞かせて下さいませんか。
10. はい。一か月二万円で、週に一日お休みがあります。

Conversation—Informal (two girls):

1. きのは電車^でがストだったけど、どこかへお出かけになった？
2. ええ、近所^{だち}の友達^{たす}を訪ねたわ。歩いて行けたので。
3. そのお友達^{だち}、日本の方？
4. ううん、アメリカ人で、判事をしてらっしゃるんだけど、今お休みをとって、大使館につとめてるおじょうさんを訪ねてらしたの。
5. それはいいわね。どの位日本にいらっしゃるの？
6. 十か月いらっしゃるはずよ。おくさんもつれてらしたわ。
7. 日本の生活に困ってらっしゃらない？
8. そうね。お手伝いがなくて、困ってらっしゃるんだけど。あなたもさがしてくれない？
9. それは難しい問題ね。あまり自信がないけど、さがしてみましよう。条件を聞かせてくれない？
10. ええ。一か月二万円で、週に一日お休みがあるわ。

5. Sore wa ii desu né. Donogurai / Nihón ni irassyāru no desu ka.
6. Zikkāgecu irassyāru hazu dēsū. Ōkusan mo curete (i)rassyaimāsita.
7. Nihon no seekacu ni narénai node / komátte (i)rassyaimasēn ka.
8. Sōo desu né. Otécudai ga nākute / komátte (i)rassyāru no desu ga.
Anáta mo sagasite kudasaimasēn ka.
9. Sore wa muzukasii mondai desu né. Amari zisin ga arimasēn
ga / sagasite mimasyōo. Zyookén o kīkasete kudasaimasēn ka.
10. Hái / ikkāgecu nimanen de / syūu ni icinici oyasumi ga arimāsū.

Conversation (English Key).

1. There was a strike on the electric line yesterday, but did you (have to) go anywhere?
2. Yes, I visited a friend (who lives) in my neighborhood, since I was able to go there on foot.
3. Is your friend Japanese?
4. No, he's an American, a judge, but he's on vacation now and is visiting his daughter who works at the Embassy.
5. That's nice, isn't it? How long is he going to be in Japan?
6. He's supposed to be here for ten months. He brought his wife along with him.
7. Not being used to life in Japan, don't they find it difficult?
8. Well, they are having some trouble because they don't have a maid. Perhaps you could help me find them one?
9. That's a real problem. I haven't much confidence, but I'm willing to try. Can you tell me what the arrangements would be?
10. Yes. ¥20,000 a month, with one day off each week.

E. Reading and Writing:

私は、きのうある友達を訪ねました。この方は、私の家の近所にいらっしゃるので、歩いて行きました。この方は判事ですが、お休みをとって、大使館につとめているおじょうさんを訪ねていらっしゃいました。おくさんもつれていらっしゃいました。

行く前に電話をかけておいたので、三人共家にいらっしゃいました。この方達は、日本の果物が大変お好きなので、りんごとみかんを持って行きました。私の家の近所にいい果物屋がないので、この果物は、きのう買っておいたのです。

この方達は、今お手伝いが必要で、さがしていらっしゃいますが、中々いい人がないので、困っていらっしゃいます。それで、私に「さがして下さい。」とおっしゃいました。これは大変難しい問題で、私もあまり自信がありませんでしたが、「とにかくさがしてみましよう。」と申しました。そして、条件を聞きました。

「御はんを食べていらっしゃい。」とおっしゃいましたが、夕方、少し仕事があるので、五時頃失礼しました。

- 判 事 340. [判] hanzi
 必 要 341. [必] hicuyoo
 342. [要] hicuyoo
 問 題 343. [題] mondai
 条 件 344. [条] zyooken
 345. [件] zyooken
 仕 事 346. [仕] sigoto

- 使 (185) { 使 う cukau
 { 大使館 taisikan
 共 (318) { 共 学 kyooogaku
 { 三人共 sannintomo
 事 (115) { 食 事 syokuzi
 { 事 koto
 { 仕 事 sigoto

E. Reading (Transcription in Romaji):

Watakusi wa, kinoo aru tomodaci o tazunemasita. Kono kata wa, watakusi no uci no kinzyo ni irassiyaru node, aruite ikimasita. Kono kata wa hanzi desu ga, oyasumi o totte, taisikan ni cutomete iru ozyoosan o tazunete irassyaimasita. Okusan mo curete irassyaimasita.

Iku mae ni denwa o kakete oita node, sannin tomo uci ni irassyaimasita. Kono katataci wa, Nihon no kudamono ga taihen osuki na node, ringo to mikan o motte ikimasita. Watakusi no uci no kinzyo ni ii kudamonoya ga nai node, kono kudamono wa, kinoo katte oita no desu.

Kono katataci wa, ima otecudai ga hicuyoo de, sagasite irassyaimasu ga, nakanaka ii hito ga nai node, komatte irassyaimasu. Sorede, watakusi ni "Sagasite kudasai." to ossyaimasita. Kore wa taihen muzukasii mondai de, watakusi mo amari zisin ga arimasendesita ga, "Tonikaku sagasite mimasyoo." to moosimasita. Sosite zyookan o kikimasita.

"Gohan o tabete irassyai." to ossyaimasita ga, yuugata, sukosi sigoto ga aru node, gozigo sasuree simasita.

Reading (Translation):

Yesterday I visited a friend. Since he lives in my neighborhood, I walked to his house. He is a judge, but he has taken a leave to come and visit his daughter who works in the Embassy. He brought his wife along with him.

Since I phoned before I went, all three of them were there when I arrived. They are very fond of Japanese fruit, so I took along some apples and tangerines. Because there is no good fruit store in my neighborhood, I bought the fruit yesterday.

They need a maid now and have been looking for one, but since there doesn't seem to be a good one available, they are in a bit of a spot. Because of that, they asked me to look for one for them. Finding a maid is a difficult problem and I really didn't have any confidence in my ability to find one, but I told them that I would try at any rate. Then I asked them about the terms under which they would want a maid to work.

They asked me to stay and eat with them, but since I had a little business to attend to in the evening, I said my farewells and left about five o'clock.

LESSON 36

A. Patterns: How to Insert a Predicate in a Sentence 2.

1. ____ N.	1. ____ N.
2. ____ to	2. <u>Predicate-</u> to
3. ____ (no) ka (doo ka) (P.)	3. <u>final forms</u> (no) ka (doo ka) (P.)
4. ____ no P.	4. ____ no P.

Examples:

1. atarasii kotoba "new words"
naratta kotoba "the words which I've learned"
2. a. Ciisai to omoimasu. "I think it's small."
Asita ikoo to omoimasu. "I think I'll go tomorrow."
b. Cikai to ii desu. "It's nice when it's not so far."
Kore o kasu to komarimasu.
"I'd put myself on a spot by lending this."
3. Okasi ga hosii (no) ka (doo ka) (wa) wakarimasen.
"I don't know whether he wants a piece of cake or not."
Soko e iku (no) ka (doo ka) (o) kiite kudasai.
"Please ask him if he's going there."
4. Muzukasii no wa kanzi desu.
"It's the characters that are difficult."
"The difficult part is the characters."
Kanzi o narau no wa tanosii desu.
"It's fun to learn characters."
"Learning characters is fun."

Grammar:

1. These slots are filled by Predicate-final forms. However, the volition form -(yó)o can be used only in Example 2. a.
2. Example 1. was introduced in Lesson 27.
3. Example 2. was introduced in Lesson 21 & 23.
4. Example 3. is used to indicate whether (or not). If an interrogative word is included, doo ka is never used.
e. g. Nani o suru (no) ka wakarimasen.
No ka is hardly used for the first person.
(Cf. Pattern Practice I, II, & III)
5. Example 4, ____ no wa ____ desu, illustrates the Japanese construction equivalent to the English that....., what....., to....., etc.
6. In connection with Example 2. a. the following pattern should be learned:

V-(yó)o ka to Pred.

Ikoo ka to omoimasu. "I'm considering going."

This ka adds an implication of wondering, or indefiniteness.

Compare this with the following sentence:

Ikoo to omoimasu. "I think I'll go."

7. The usages of no are as follows:

- a. N. no N. anata no mono "your thing" (possesive)
 daitooryoo no Kenedii
 "Kennedy, (who is) the President" (apposition)
- b. $\left. \begin{array}{l} \text{V./A.} \\ \text{N. + na} \end{array} \right\} \underline{\text{no}}$ P. kinoo katta no wa...
 "what I bought yesterday..."
 se ga takai no wa...
 "a tall one is..."
 (Anata ga) gakusee na no wa (sitte imasu.)
 "(I know) that you are a student."
- c. $\left. \begin{array}{l} \text{V./A.} \\ \text{N. + na} \end{array} \right\} \underline{\text{no.}}$ (Informal style especially for women.)
 Iku no. "(I) go."
 Sabisii no. "I am lonesome."
 (Watakusi wa) gakusee na no.
 "(I) am a student."
- d. N. + P. no N. haha kara no okurimono
 "a present from my mother"

* The particle bakari means "only, just." (Cf. Conversation 2.)

Nihongo bakari benkyoo simasu.

"(I) study nothing but Japanese."

Kugacu ni haitta bakari desu.

"(I) just entered (the university) last September."

B. Vocabulary:

C.N.

だんぼう	danboo	"heating"
議 会	gikai	"the diet, parliament, congress, assembly"
制 度	séedo	"system, institution"
自然科学	sizen-kágaku	"natural science"
	(sizen	"nature")
社会科学	syakai-kágaku	"social science"

A.N.

熱 心	nessín, néssin	"earnestness, keenness, eagerness, zeal"
有 名	yuumee	"well known, famous"

V.N.

比 較	hikaku	"comparison"
研 究	kenkyuu	"study"
期 待	kitai	"expectation"
選 挙	sénkyo	"election"

Ad.N.

一 年(生)	icinen, icinénsee	"the first grade, freshman"
一 年(間)	icinen, icinénkan	"for a year" (=一年)
おととし	otótosí	"the year before last"
毎 年	mainen	"every year"
来 年	rainen	"next year"
さ 来 年	sarainen	"the year after next"
戦 後	sengo	"after the war, post-war"

I.N.

何 年	nánnen	"what year"
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V.

変 わ る	kawaru (st. v.) [i. v.]	"to change, to be altered, to vary"
き 決 め る	kimeru (w. v.) [t. v.]	"to decide"
の ば す	nobásu (st. v.) [t. v.]	"to postpone, to lengthen, to stretch, to let grow (of hair, nails, etc.)"

A.

つらい	curai	"hard, tough, bitter"
きびしい	kibisii	"strict, severe, rigid"

Ad.

はっきり	hakkiri	"clearly"
大いに	ooini	"greatly, considerably"

Expression

そう(なん)です。	Soo(nan)desu.	"Yes, it is. That's right."
しっかりやる	sikkari yaru	"to try hard, to do one's best" (Imperative Form of this is sometimes used as an equivalent for "Good luck.")

C. Pattern Practice:

I. 今日の午後出かけるかどうか分かりません。

1. 工学を専攻する 工学を専攻するかどうか分かりません。
2. 冬休みに旅行する 冬休みに旅行するかどうか分かりません。
3. 来年帰国する 来年帰国するかどうか分かりません。
4. あの人は学生 あの人は学生かどうか分かりません。

II. 今日の午後出かけるのかどうか分かりません。

(Add **na** if necessary.)

1. 工学を専攻する 工学を専攻するのかどうか分かりません。
2. 冬休みに旅行する 冬休みに旅行するのかどうか分かりません。
3. 来年帰国する 来年帰国するのかどうか分かりません。
4. あの人は学生 あの人は学生なのかどうか分かりません。

III. あしたどこへ行くか聞きました。

1. 何をする あした何をするか聞きました。
2. だれが来る あしただれが来るか聞きました。
3. 何時に出かける あした何時に出かけるか聞きました。
4. どう行く あしたどう行くか聞きました。

C. Pattern Practice (Translation):

I. I don't know whether I'll go out this afternoon or not.

1. to major in engineering I don't know whether I'll major in engineering or not.
2. to travel during winter vacation I don't know whether I'll travel during the winter vacation or not.
3. to go home next year I don't know whether I'll go home next year or not.
4. he is a student I don't know whether he is a student or not.

II. I don't know whether he'll go out this afternoon or not.

1. to major in engineering I don't know whether he'll major in engineering or not.
2. to travel during winter vacation I don't know whether he'll travel during the winter vacation or not.
3. to go home next year I don't know whether he'll go home next year or not.
4. he is a student I don't know whether he is a student or not.

III. I asked him where he's going tomorrow.

1. to do what I asked him what he's doing tomorrow.
2. who comes I asked him who's coming tomorrow.
3. when he's going out I asked him when he is going out tomorrow.
4. how to go I asked him how he is going tomorrow. (I asked him what route he will take tomorrow.)

IV. ^{ふゆ}冬だんぼうがないのはつらいです。

1. 毎日かん字を20習う 毎日かん字を20習うのはつらいです。
2. 土曜^{ばん}の晩勉強する 土曜^{ばん}の晩勉強するのはつらいです。
3. 毎日試験がある 毎日試験があるのはつらいです。
4. 日本語ばかり勉強する 日本語ばかり勉強するのはつらいです。

V. きのう買って来たのはあまりよくありません。

1. 見つけた きのう見つけたのはあまりよくありません。
2. した きのうしたのはあまりよくありません。
3. 行った きのう行ったのはあまりよくありません。
4. 書いた きのう書いたのはあまりよくありません。

VI. あの人が面白いのは有名です。 (Add na if necessary.)

1. よくわらう あの人がよくわらうのは有名です。
2. 金持ち あの人が金持ちなのは有名です。
3. 親切 あの人が親切なのは有名です。
4. きびしい あの人がきびしいのは有名です。

VII. あした買物に行こうかと思って(い)ます。

1. 友達^{だち}を訪ね^{たず}ねる あした友達を訪ねようかと思って(い)ます。
2. せんとくする あしたせんとくしようかと思って(い)ます。
3. おかしを作る あしたおかしを作ろうかと思って(い)ます。
4. 音楽会へ行く あした音楽会へ行こうかと思って(い)ます。

IV. It's hard not having any heat in winter.

1. to learn 20 characters every day
It's hard to learn 20 characters every day.
2. to study on Saturday night It's hard to study on Saturday nights.
3. to have a test every day It's tough having a test every day.
4. to study only Japanese It's tough studying nothing but Japanese.

V. The one I bought yesterday is not very good.

1. found The one I found yesterday is not very good.
2. did The one I did yesterday is not very good.
3. went Going there yesterday was not a very good idea.
4. wrote The one I wrote yesterday is not very good.

VI. It's well known that he's funny.

1. to laugh a lot It's well known that he laughs a lot.
2. rich man It's well known that he is a rich man.
3. kind It's well known that he is kind.
4. strict It's well known that he is strict.

VII. I'm thinking about going shopping tomorrow.

1. to visit a friend I'm thinking about visiting a friend tomorrow.
2. to do laundry I'm thinking about doing the laundry tomorrow.
3. to make cookies I'm thinking about making cookies tomorrow.
4. to go to a concert I'm thinking about going to a concert tomorrow.

D. Conversation:

1. あなたは今何年ですか。
- * 2. まだ一年です。九月にはいったばかりです。
3. 何を専攻なさるつもりですか。 [* (Cf. p. 344)]
4. 何をするか、まだはっきり決めて(い)ません。自然科学をするつもりでしたが、社会科学をしようかとも考えて(い)ます。
5. 専攻を決めるのは、なかなか^{むずか}難しいですね。
6. そうなんです。したい事がたくさんあるので困ります。
7. いつインドへお帰りになるのですか。
8. 来年帰国するつもりでしたが、少しのばそうかと考えて(い)ます。日本の政治について、特に、議会制度が戦後どう変わったか、少し調べたいので。
9. あなたが熱心なのは有名です。大いに期待して(い)ますから、しっかりやって下さい。
10. ありがとうございます。一生けん命やってみます。

Conversation—Polite (two girls):

1. あなたは、今何年でいらっしゃいますか。
2. まだ一年でございます。九月にはいったばかりでございますから。
3. 何を専攻するおつもりでいらっしゃいますか。
4. 何をするか、まだはっきり決めておりません。自然科学をするつもりでしたが、社会科学をしようかとも考えております。
5. 専攻をお決めになるのは、なかなか^{むずか}難しいでしょうね。
6. さようでございます。したい事がたくさんございますので困ります。
7. いつインドへお帰りになるのですか。
8. 来年帰国するつもりでございましたが、少しのばそ

D. Conversation (Pronunciation Key):

1. Anáta wa / íma nánnen desu ka.
2. Máda icínen desu. Kúgacu ni háitta bákari desu.
3. Náni o senkoo nasáru cumori dēsū ka.
4. Náni o surū ka / máda hakkíri kimete (i)masēn. Sizen-kágaku o suru cumori dēsíta ga / syakai-kágaku o siyōo ka to mo kangāete (i)māsū.
5. Senkoo o kimerú no wa / nakanaka muzukasii desu né.
6. Sōo nan desu. Sítai kotó ga takusan āru node / komarimāsū.
7. Ícu Índo e okaeri ni nāru no desu kā.
8. Rainen kíkoku suru cumori dēsíta ga / sukósi nobasōo ka to kangāete (i)māsū. Nihon no seezi ni cúite / tóku ni / gikaiséedo ga sengo dóo kawattā ka / sukósir sirabetāi node.
9. Anáta ga néssin na no wa yuumee dēsū. Ōoi ni kítai síte (i)-māsū kara / síkkári yatte kudasāi.
10. Arigatoo gozaimāsū. Issyookénmee yatte mimāsū.

Conversation (English Key):

1. What year are you (in)?
2. I'm a freshman. I just entered (the university) last September.
3. What are you planning to major in?
4. I really haven't decided yet. I intended to major in natural science, but now I'm also considering social science.
5. It's difficult to decide on a major, isn't it?
6. Yes, it is. There are so many things I would like to do, I don't know which to choose.
7. When are you going back to India?
8. I was intending to go home next year, but now I'm thinking of postponing it a little. I'd like to do some research in Japanese politics, especially in how the parliamentary system was changed after the War.
9. You're well known as a serious student, so we expect great things of you.
10. Thank you. I'll do my best.

うかと考えております。日本の政治について、特に、議会制度が戦後どう変わったか、少し調べようございますので。

9. あなたが熱心でいらっしゃるの是有名です。大いに期待しておりますから、しっかりおやりになって下さい。
10. ありがとうございます。一生けん命いたしてみます。

E. Reading and Writing:

ローズさんは大学の一年です。九月にはいったばかりです。日本に来る前には、自然科学を専攻するつもりでしたが、今は、社会科学をしようかと考えています。一年間日本にいて、来年帰国するつもりでしたが、もう少しのばそうかと考えています。日本の政治、特に、政府、議会、選挙制度が、戦後どう変わったかを、少し調べたいと考えています。インドに帰国してから、インドの政治を研究して、日本のと比較したいと思っています。

ローズさんが熱心なのは有名で、大いに期待されています。

ロース [ズ] zu (This could be "Rose" or "Rhodes.")

自然 347. [然] size
 議会 348. [議] gikai
 選挙 350. [挙] senkyo
 制度 350. [制] seedo
 比較 351. [比] hikaku
 352. [較] hikaku
 熱心 353. [熱] nessin
 有名 354. [有] yuumee
 期待 355. [期] kitai

自 (58) { 自分 zibun
 { 自然 size
 帰 (147) { 帰る kaeru
 { 帰国 kikoku
 選 (162) { 選ぶ erabu
 { 選挙 senkyo
 変 (42) { 大變 taihen
 { 変わる kawaru
 名 (125) { 名前 namae
 { 有名 yuumee
 待 (277) { 待つ macu
 { 期待 kitai

E. Reading (Transcription in Romaji):

Roozusan wa daigaku no icinen desu. Kugacu ni haitta bakari desu. Nihon ni kuru mae ni wa, sizen-kagaku o senkoo suru cumori desita ga, ima wa, syakai-kagaku o siyoo ka to kangaete imasu. Icinenkan Nihon ni ite, rainen kikoku suru cumori desita ga, moo sukosi nobasoo ka to kangaete imasu. Nihon no seezi, tokuni, seehu, gikai, senkyoseedo ga, sengo doo kawatta ka o, sukosi sirabetai to kangaete imasu. Indo ni kikoku site kara, Indo no seezi o kenkyuu site, Nihon no to hikaku sitai to omotte imasu.

Roозusan ga nessin na no wa yuumee de, ooi ni kitai sarete imasu.

Reading (Translation):

Miss Rhodes is a freshman. She just entered college in September. Before she came to Japan she was planning to major in natural science, but now she is considering social science. She was intending to go home next year, after a year in Japan, but now she is thinking of putting off her return a little longer. She feels she would like to do some research in Japanese politics, especially in how the government, the Diet and the election system was changed after the War. After she returns to India, she would like to do research on Indian politics and compare it with Japan's.

Miss Rhodes is well known for her eagerness and great things are expected of her.

LESSON 37

A. Patterns: Adverb 2.

() Pred.

(Ad.) Pred.

Examples:

1. Mosi ame ga hureba
huttara
huru to ikimasen. "If (by any chance) it rains
I won't go."
2. Tabun ame ga huru desyoo. "I guess it'll rain."
3. Ittai doo sita n desu ka. "What (in the world) has
happened?"
4. Mosi ka suru to byooki kamo siremasen.
"He may be sick."

Grammar:

1. This slot is filled by adverbs which act as signals of what the listener should expect. These adverbs may be omitted, but add emphasis when used.
2. In connection with this lesson we should review the following facts:
 - a. Some adverbs are used with negative forms.

kessite neg.	"never"
amari neg.	"not very" (Cf. with aff. "too")
cittomo neg.	"not at all"
 - b. Some are used for comparison.

motto A. / A. N. / some N. / Ad.	"more"
zutto A. / A. N. / some N. / Ad.	"much more"
iciban A. / A. N. / some N. / Ad.	"most"
3. Some special usages of **no** were explained in Lesson 36. Below are some more which should be mentioned.
 - a. $\left. \begin{array}{l} V. / A. \\ N. + na \end{array} \right\} no da / desu$ (Sentence ending)

<u>Asita wa eega e iku no desu.</u>	"Tomorrow I'm going to see a movie."
<u>Kore wa takai no desu.</u>	"This is expensive."
<u>Watakusi wa gakusee na no desu.</u>	"I'm a student."
 - b. $\left. \begin{array}{l} V. / A. \\ N. + na \end{array} \right\} node$ (Reason)

<u>Ame ga huru node ikimasendesita.</u>	"I didn't go because it rained."
---	----------------------------------

Takai node kaimasendesita.

"I didn't buy it because it was expensive."

Mada kodomo na node wakarimasen.

"He's still a child, so he doesn't understand."

- c. $\left. \begin{array}{l} \text{V. / A.} \\ \text{N. + na} \end{array} \right\} \text{noni} \dots\dots$ (in spite of)

Ame ga huru noni ikimasita.

"I went in spite of the fact that it rained."

Takai noni kaimasita.

"I bought it even though it was expensive."

Kodomo na noni wakarimasu.

"He understands even though he's a child."

- Cf. c. with the following pattern.

$\left. \begin{array}{l} \text{V. + no} \\ \text{N.} \end{array} \right\} \text{ni} \dots\dots$ (Purpose)

Kono daigaku wa kayou no ni benri desu.

"This university is conveniently located."

Haikingu ni ikimasita.

"I went hiking."

4. In connection with this lesson, the following pattern can be presented.

(...ni yoreba)

(...no hanasi de wa) }soo desu. "According to..., it's said..."

Sinbun ni yoreba Sendai ni zisin ga okotta soo desu.

"According to the newspaper there was an earthquake in Sendai."

Tomodaci no hanasi de wa ima Nyuuyooku de wa yuki ga hutte (i)ru soo desu.

"According to (what) my friend (says), it's been snowing in New York."

B. Vocabulary:

C. N.

美術	bízyuch	"fine arts"
地理	círi	"geography"
外交官	gaikóokan	"diplomat"
学者	gakúsyá	"scholar"
かぜ	kaze	"a cold"
交通難	koocúunan	"traffic trouble"

(お)見まい	(o)mimai	"inquiry"
目的	mokúteki	"purpose, aim, objective"
産業	sangyoo	"industry"
水産業	suisangyoo	"fishery, the fishing industry, marine products industry"
ゆき	yukí	"snow"
人口	zinkoo	"population"

A. N.

不まん	human	"unsatisfactory, dissatisfaction, discontent"
-----	-------	---

(御)無理	(go)múri	"unreasonable, unnatural"
にぎやか	nigíyaka	"lively, animated, bustling, thronging"

V. N.

労働	roodoo	"labor, toil, work"
進歩	sínpo	"progress, advancement"

V.

(かぜを)引く	(kaze o) hiku (st. v.) [t. v.]	"to catch cold"
よる	yoru (st. v.) [i. v.]	"to depend on, to be based upon, to be due to"

A.

ひどい	hidói	"cruel, severe, violent"
やかましい	yakamasíi	"noisy"

Ad.

一 体	ittai	"on earth, in the world" (Cf. Grammar)
決して	kessite	(with neg.) "never"
もし	mósi	"if" (Cf. Grammar)
そんなに	sonnani	"so much, like that"
ずい分	zúibun	"fairly, very"
ずっと	zutto	"far, by far, all the time, throughout, direct, straight"

P.

より	yorì	"than"
----	------	--------

Expression

おかげさまで。	Okagesama de.	"Thank you." (Reply to "How are you?")
実は	zicú wa	"really, actually" (generally used to bring up a subject)
もしかすると かもしれない	mósi ka suru to ... kamo sirenai	"(it may) possibly..." (Cf. Grammar)

I. もし雨がふったら、行きません。

1. いそがしい	もしいそがしかったら、行きません。
2. かぜを引く	もしかぜを引いたら、行きません。
3. 客がある	もし客があったら、行きません。
4. 寒い	もし寒かったら、行きません。

1. 病氣	多分病氣でしょう。
2. かぜを引いた	多分かぜを引いたでしょう。
3. いそがしい	多分いそがしいでしょう。
4. うれしかった	多分うれしかったでしょう。

1. 何が目的	一体何が目的なんですか。
2. 何がほしい	一体何がほしいんですか。
3. 何が不まん	一体何が不まんなんですか。
4. 何を考えて(い)る	一体何を考えて(い)るんですか。

1. 今田さんが行った もしかすると今田さんが行った
 かもしれません。
2. ゆきがふる もしかするとゆきがふるかもし
 れません。
3. ^{びょう}病気 もしかすると^{びょう}病気かもしれません。
4. いそがしい もしかするといそがしいかもしれ
 ません。

1. にぎやか 東京は京都よりずっとにぎやかです。
2. やかましい 東京は京都よりずっとやかましいです。

C. Pattern Practice (Translation):

I. If it rains, we won't go.

- | | |
|-------------------|---------------------------------|
| 1. busy | If we're busy, we won't go. |
| 2. to catch cold | If I catch cold, I won't go. |
| 3. to have guests | If we have guests, we won't go. |
| 4. cold | If it's cold, we won't go. |

II. It will probably rain.

- | | |
|----------------|----------------------------|
| 1. sick | He's probably sick. |
| 2. caught cold | He's probably caught cold. |
| 3. busy | He's probably busy. |
| 4. was happy | He was probably happy. |

III. What on earth happened?

- | | |
|---------------------------|--|
| 1. what is the object | Just what is your object? |
| 2. what do want | What in the world do you want? |
| 3. what is unsatisfactory | What the deuce are you so upset about? |
| 4. what are you thinking | What in the world are you thinking? |

IV. There's a chance that Mr. Tanaka may come.

- | | |
|-------------------|--------------------------------------|
| 1. Mr. Imada went | It's possible that Mr. Imada went. |
| 2. to snow | There's a chance of snow. |
| 3. sick | It just may be that he's sick. |
| 4. busy | There's a chance that I may be busy. |

V. Tokyo is far larger than Kyoto.

- | | |
|-----------|-----------------------------------|
| 1. lively | Tokyo is far livelier than Kyoto. |
| 2. noisy | Tokyo is far noisier than Kyoto. |

3. 交通難^{なん}がひどい 東京は京都よりずっと交通難^{なん}がひどいです。
4. 人口^{こう}が多い 東京は京都よりずっと人口^{こう}が多いです。

VI. 雨がふるので行きませんでした。(Add **na** if necessary.)

1. いそがしい いそがしいので行きませんでした。
2. 病^{びょう}気 病^{びょう}気なので行きませんでした。
3. 客^{きやく}があった 客^{きやく}があったので行きませんでした。
4. 行きたくない 行きたくないので行きませんでした。

VII. 難^{むずか}しいのに分かります。(Add **na** if necessary.)

1. 子供 子供なのに分かります。
2. 勉強^{べんきょう}しない 勉強^{べんきょう}しないのに分かります。
3. 外国人 外国人なのに分かります。
4. 説明^{せつめい}しない 説明^{せつめい}しないのに分かります。

D. Conversation:

1. ずい分寒^{さむ}くなりましたね。お元気ですか。
2. はい、おかげさまで。実は少し御相談^{ごさうだん}があつて参ったのですが。
3. もし私に出来る事があれば、何でもおっしゃって下さい。
4. ゲリーさんがこの頃^{ごろ}お休みが多くて、心配して(い)るのですが。
5. 御病^{びょう}気でしょうか。もし病^{びょう}気なら、お見まいに行かなければなりませんね。
6. もしかすると病^{びょう}気かもしれませんが、多分アルバイトがいそがしくて、勉強^{べんきょう}するひまがないのでしょう。
7. それは困りますね。一体どの位アルバイトして(い)るのですか。

3. the traffic problem is bad Tokyo's traffic is far worse than that of Kyoto.
4. the population is large Tokyo's population is far greater than that of Kyoto.

VI. Because it rained, we didn't go.

1. busy We were busy, so didn't go.
2. sick He didn't go because he was sick.
3. we had guests We didn't go because we had guests.
4. we didn't want to go We didn't go because we didn't want to.

VII. It's difficult, but he understands.

1. child Though only a child, he understands.
2. do not study He understands, even though he doesn't study.
3. foreigner He understands, even though he is a foreigner.
4. do not explain He understands, even though it wasn't explained to him.

D. Conversation (Pronunciation Key):

1. Zúibun sāmuku narimāsita né. Ogénki desu ka.
2. Háí / okagesama de. Zicú wa / sukósi gosoodan ga átte mǎitta no desu ga.
3. Mósi watakusi ni dekíru kotō ga āreba / nan demo ossyátte kudasāi.
4. Gériisan ga / konogoro oyasumi ga óokute / sinpai site (i)rú no desu ga.
5. Gobyooki desyóo ka. Mósi byooki nāra / omimai ni ikanákereba narimasēn né.
6. Mósī ka suru to / byooki kámo siremasēn ga / tábun arubáito ga isogāsīkute / benkyoo suru hima ga náí no desyoo.
7. Sore wa komarímásu né. Ittai donogurai arubáito site (i)rú no desu ka.

8. 毎日三時間位ずつして(い)るそうです。
9. それじゃ、あまり勉強する時間がないでしょうね。
勉強ばかりしても一年間で日本語をマスターするのは
^{むずか}難しいのに、アルバイトをそんなにしては無理でしょ
うね。私から話しましょう。
10. どうぞお願いします。

Conversation—Informal (a male teacher and a student):

1. ずい分寒^{さむ}くなったね。元気かい？
2. ええ、おかげさまで。実は少し御相談があつて参っ
たんですが。
3. もしわたしに出来ることがあったら、何でも言って
くれ。
4. ゲリーさんがこの頃^{ごろ}お休みが多くて、心配してるん
ですが。
5. 病気^{びょう}だろうか。もし病気なら、見まいに行かなくち
ゃならんね。
6. もしかすると病気^{びょう}かもしれませんが、多分アルバイ
トがいそがしくて、勉強するひまがないんでしょう。
7. それは困るね。一体どの位アルバイトしてるの。
8. 毎日三時間位ずつしてるそうです。
9. それじゃ、あまり勉強する時間がないだろうね。勉
強ばかりしたって一年間で日本語をマスターするのは
^{むずか}難しいのに、アルバイトをそんなにしては無理^むだろう。
わたしから話そう。
10. どうぞお願いします。

8. Máinic̣i sanzikanguraizúc̣i ṣite (i)ru ṣõo desu.
9. Sore zya / amari benkyoo suru zikan ga nái desyoo né. Benkyoo
bákari ṣitē mo / icinénkan de nihongo o māsutaa surū no wa
muzukasū noni / arubáito o sonnani ṣitē wa / múri desyoo né.
Watakusi kara hanasimasyóo.
10. Dóozo onegai simāsu.

Conversation (English Key):

1. It has become quite cold, hasn't it? How are you?
2. Fine, thank you. As a matter of fact, I came because I have a little something I'd like to speak to you about.
3. Certainly. If there's anything I can do for you, please feel free to ask me.
4. I'm worried because Gary has been absent quite a lot lately.
5. I wonder if he is sick. If he is sick, I ought to go and see him.
6. There's a chance, of course, that he may be sick, but I imagine he's been so busy with "arbeit" that he's had no time to study.
7. That will never do, will it? I wonder just how much "arbeit" he's doing.
8. I understand that he does about three hours a day.
9. If that's the case, I'm sure he doesn't have much time to study. It's hard enough to master Japanese in a year even if you do nothing but study. With so much "arbeit," it would be next to impossible. I'll have to speak to him.
10. Yes, if you would, please.

E. Reading and Writing:

ある学生が先生と話しています。この学生は、実は、友達^{ともだち}のゲリーさんがこの頃^{ころ}お休みが多いので、心配して、先生の所に相談に来たのです。

ゲリーさんがなぜそんなに休むのか、よく分かりません。かぜを引いたのかもしれませんが、アルバイトがいそがしくて勉強出来ないのかもしれませんが。ゲリーさんが日本語を勉強する目的は何でしょうか。もしかすると外交官になりたいのかもしれませんが。

この大学の学生は、色々の目的を持っています。東洋の歴史、地理、宗教、美術、労働問題などを勉強して、学者になろうとしている人もいます。工業や水産業を勉強して、国へ帰って、産業を進歩させるために働こうと思っている人もいます。

ゲリー [ゲ] ge

実	は	356.	[実]	<u>zicu</u> wa	目	(124)	{	目	め
宗	教	357.	[宗]	<u>syuukyoo</u>				的	<u>mokuteki</u>
美	術	358.	[美]	<u>bizyucu</u>	地	(272)	{	地	震 <u>zisin</u>
		359.	[術]	<u>bizyucu</u>				理	<u>ciri</u>
労	働	360.	[労]	<u>roodoo</u>	働	(114)	{	働	く <u>hataraku</u>
水	産	361.	[産]	<u>suisangyoo</u>				働	<u>roodoo</u>
進	歩	362.	[進]	<u>sinpo</u>	歩	(243)	{	歩	く <u>aruku</u>
								進	歩 <u>sinpo</u>

E. Reading (Transcription in Romaji):

Aru gakusee ga sensee to hanasite imasu. Kono gakusee wa, zicu wa, tomodaci no Geriisan ga konogoro oyasumi ga ooi node, sinpai site, sensee no tokoro ni soodan ni kita no desu.

Geriisan ga naze sonnani yasumu no ka, yoku wakarimasen. Kaze o hiita no kamo siremasen ga, arubaito ga isogasikute, benkyoo dekinai no kamo siremasen. Geriisan ga nihongo o benkyoo suru mokuteki wa nan desyoo ka. Mosi ka suru to, gaikookan ni naritai no kamo siremasen.

Kono daigaku no gakusee wa, iroiro no mokuteki o motte imasu. Tooyoo no rekisi, ciri, syuukyoo, bizyucu, roodoomondai nado o benkyoo site, gakusya ni naroo to site iru hito mo imasu. Koogyoo ya suisangyoo o benkyoo site, kuni e kaette, sangyoo o sinpo saseru tame ni hatarakoo to omotte iru hito mo imasu.

Reading (Translation):

A student is talking to the teacher. Worried because his friend, Gary, has been absent so much lately, this student has come for a talk with their teacher.

I don't know why Gary has been absent so much. It may be that he has caught a cold, but it's probably because he is busy with his part time work and doesn't have time to study. I wonder what Gary's object is in studying Japanese. It may be that he wants to become a diplomat.

The students in the university have various objectives. There are some who are studying Oriental history, geography, religion, art, labor problems, and so forth, and are hoping to become scholars. There are also those who are studying in the fields of the manufacturing and marine products industries, and who plan to return home and work for the industrial development.

LESSON 38

A. Patterns: Derivation 2.

1. A. / A.N. → N.	{ <u>ookii</u> → <u>ookisa</u>
	{ <u>kiree</u> → <u>kireesa</u>
2. V. → N.	<u>kaku</u> → <u>kaki</u> (ni)
3. A. → V.	<u>hosii</u> → <u>hosigaru</u>
4. V. / A. → A.N.	{ <u>taberu</u> → <u>tabesoo</u>
	{ <u>uresii</u> → <u>uresisoo</u>

Examples:

1. **Ano heya no ookisa wa wakarimasen.** "I don't know how big that room is."
2. **Gohan o tabe ni ikimasyoo.** "Let's go eat."
3. **Kodomo wa okasi o hosigarimasu.** "Children crave candy."
4. **Kodomo wa uresisoo desu.** "The child looks happy."

Grammar:

1. Example 1. demonstrates the conversion of an adjective to a common noun. Adjectival nouns may also be converted in a similar manner. An A.N. does not take such particles as **ga**, **o**, **kara**, etc. It doesn't take **wa** except in the following pattern:

Kiree wa kiree da ga ... "She is beautiful all right but..."

However, when it has been made into a C.N. by adding **-sa** it can be used more freely with particles.

Muzukasisa ga wakarimasu. "I understand how difficult it is."

This form is made as follows:

A. (accented)	<u>uresii</u> → <u>urésisa</u>
(unaccented)	<u>kanasii</u> → <u>kanasisa</u> , <u>kanásisa</u>
A.N. (accented)	<u>kíree</u> → <u>kireesa</u>
(unaccented)	<u>zyoobu</u> → <u>zyoobusa</u>

2. Example 2. indicates that the base form of a verb can be used as a noun followed by **ni**, **mo**, or **wa**.

Notice the accent shift.

accented (w. v.)	<u>tabéru</u>	<u>tábe</u> (ni, mo, wa)	"to eat"
(st. v.)	<u>oyógu</u>	<u>oyógi</u> (ni, mo, wa)	"to swim"
(irr. v.)	<u>kúru</u>	<u>kí</u> (mo, wa)	(kí ni is never used)
			"to come"
unaccented (w. v.)	<u>kiru</u>	<u>ki</u> (ni)	"to wear"
		<u>kí</u> (mo, wa)	

(st. v.)	naku	naki (ni)	"to cry"
		naki (mo, wa)	
(irr. v.)	suru	si (ni)	"to do"
		si (mo, wa)	

Mi ni ikimasu. "I go to see it."

Mi wa simasen. "I haven't seen it." (Emphatic negative).

3. Example 3. indicates that some adjectives may be changed to verbs by changing the suffix **-i** to **-garu**. These adjectives then describe human feelings objectively, as for example:

omosiroi "amusing, amused"	omosirogaru "to be amused at"
kurusii "distressing"	kurusigaru "to be suffering"
hosii "desiring, desirable"	hosigaru "to-crave"
sabisii "lonely"	sabisigaru "to feel lonely"

V-tai may be changed to **V-tagaru** with the implication of "always" or "strongly."

ikitai "to want to go" **ikitagaru** "to be anxious to go"

tabetai "to want to eat" **tabetagaru** "to be anxious to eat"

-gáru or **-tagáru** is always accented.

4. Example 4. indicates that **-soo** affixed V,A, or A.N., adds the meaning of "to seem, to look, to sound."

uresii → uresisoo "to look happy"	oisii → oisisoo "to look delicious"
taberu → tabesoo "to seem to eat"	iku → ikisoo "to seem to go"
genki → genkisoo "to look healthy"	kirai → kiraisoo "to seem not to like"

This form can be used like an A. N., and either can be used as follows:

na N.	uresisoo na hito	"a person who looks happy"
ni V.	uresisoo ni arukimasu	"he walks happily"
da/desu	uresisoo desu	"he looks happy"
de	uresisoo de,.....	"he looks happy and..."

Note the irregularity in the following adjectives which consist of two syllables.

yói	yosasoo	"good"
nái	nasasoo	"to be no ..."

5. Review of Particles (1)

de (1) (means) **Densya de ikimasu.** "I go by train."

(2) (place of action) **Kono heya de benkyoo simasu.** "I study in this room."

(3) (as a continuative particle)

Ano hito wa amerikazin de gakusee desu.

"He is an American and a student."

to (1) (combining nouns)

Anata to watakusi (to) ga ... "You and I..."

(2) (weak conditional implication)

Ame ga huru to ikimasen. "I don't go when it rains."

(3) (with iimasu, omoimasu, etc. Cf. Lesson 23)

Asita iku to iimasita.

"She said she would go tomorrow."

B. Vocabulary:

C.N.

アフリカ	Ahurika	"Africa"
間	aida	"space, opening" (usually
アジア	Ázia	"Asia" [modified]
米国	Beekoku	"America, U.S.A."
チョコレート	cyokoréeto	"chocolate"
道路	dóoro	"road"
外相	gaisyoo	"the Foreign Minister"
議員	giin	"member of the Diet"
夫人	huzin	"wife, Mrs. ..."
イタリー	Itarii	"Italy"
会議	kaigi, káigi	"conference, meeting"
きそく	kisóku	"rule, regulation"
記者	kisyá	"journalist, reporter"
国連	Kokuren (=国際連合 Kokusairéngoo)	"the United Nations"
国々	kuníguni	"countries, nations"
まん画	manga	"cartoon, the comics"
西	nisi	"west"
お子さん	okosan	"(other's) child"
オペラ	ópera	"opera"
セーター	séetaa	"sweater"
立場	tacibá	"standpoint, position"

たて 建	物	tatémono	"building"
V. N.			
代	表	daihyoo	"representation, representative"
理	解	rikai	"understanding"
想	像	soozoo	"imagination, fancy, conjecture, guess"
出	席	syusseki	"attendance, presence"

V.			
あ	た	る	ataru (st. v.) [i. v.] "to hit, to catch"
		(soozoo ga ataru	"it's as (I) expected")
か	え	す	káesu (st. v.) [t. v.] "to return, to give back"
(よ)	す	ぎ	(yo)sugiru (w. v.) [i. v.] "to be too (good)"

A.			
つ	め	たい	cumetai "cold"
強	い	cuyói	"strong, powerful"
は	ず	かしい	hazukasii "ashamed, shy"
ふ	か	い	hukái "deep"
苦	し	い	kurusii "distressing"
お	か	しい	okasii "funny, strange"
さ	び	しい	sabisii "lonely, lonesome"

Expression

何とも言えません Nan to mo iemasén.
 "I can't tell (you).", "It can't be told.", "It is indescribable"
 ～と～(と)の間に ～to～(to) no aida ni
 "between ～ and ～"

C. Pattern Practice:

I. あの山の高さはどの位でしょう。

1. 部屋 明るい あ部屋の明るさはどの位
でしょう。
2. ^{みず}水 ふかい あ^{みず}の水のふかさはどの位で
しょう。
3. ^{たて}建物 大きい あ^{たて}の建物の大きさはどの位
でしょう。
4. タイピスト 早い あ^{タイピスト}の早さはど
の位でしょう。

II. かぶきを見に行きましょう。

1. 御はんを食べる 御はんを食べに行きましょう。
2. お茶をのむ お茶をのみにいきましょう。
3. 本をかえす 本をかえしに行きましょう。
4. 宿題を出す 宿題を出しに行きましょう。

III. 子供はまん画を見て面白がって(い)ます。

1. ^{びよう}病気で苦しい 子供は^{びよう}病気で苦し^{びよう}がって(い)ます。
2. おもちゃをほしい 子供はおもちゃをほし^{びよう}がって(い)
ます。
3. ^{かあ}お母さんがるす^{かあ}でさびしい
子供はお母さんがるす^{かあ}でさびし^{かあ}がって(い)ます。
4. 映画へ行きたい 子供は映画へ行きた^{かあ}がって(い)ま
す。

IV. 今日の試験は難^{むずか}そうです。

1. あの映画は面白い あの映画は面白そうです。
2. 私の想像はあたる 私の想像はあたりそうです。
3. あの人はいつも楽しい
あの人はいつも楽しそうです。

C. Pattern Practice (Translation):

I. About how high is that mountain?

- | | | |
|-------------|--------|---------------------------------|
| 1. room | bright | About how bright is that room? |
| 2. water | deep | About how deep is that water? |
| 3. building | big | About how big is that building? |
| 4. typist | fast | About how fast is that typist? |

II. Let's go see Kabuki.

- | | |
|------------------------|--------------------------------|
| 1. to eat a meal | Let's go eat. |
| 2. to drink tea | Let's go have some tea. |
| 3. to return a book | Let's go return the book. |
| 4. to turn in homework | Let's go turn in our homework. |

III. The children are enjoying themselves { watching a cartoon.
looking at comic books.

- | | |
|---------------------------------------|--|
| 1. to suffer from an illness | The child is suffering from an illness. |
| 2. to want a toy | The child wants a toy. |
| 3. lonely because of mother's absence | The child is lonely because of his mother's absence. |
| 4. to want to go to the movies | The child wants to go to the movies. |

IV. Today's test seems difficult.

- | | |
|------------------------------|------------------------------------|
| 1. that movie is interesting | That movie seems interesting. |
| 2. it's as I expected | My guess seems to have been right. |
| 3. he always has fun | He always seems to be having fun. |

4. 私の意見は反対される

私の意見は反対されそうです。

V. 日本の^{さむ}寒さは何とも言えません。

1. 勉強 つらい 勉強のつらさは何とも言えません。
2. あの映画 面白い あの映画の面白さは何とも言えません。
3. あの人の つめたい あの人のつめたさは何とも言えません。
4. 寮の生活 楽しい 寮の生活の楽しさは何とも言えません。

VI. 宿題は中々出来そうにありません。

1. 問題の解決 問題の解決は中々出来そうにありません。
2. 国際理解 国際理解は中々出来そうにありません
3. 建物^{たて} 建物^{たて}は中々出来そうにありません。
4. 道路^ろ 道路^ろは中々出来そうにありません。

D. Conversation:

- 1.きのうはいいお休みでしたか。
- 2.はい。子供が行きたがるので、家内や子供をつれて、映画を見に行きました。
- 3.映画はいかがでしたか。
- 4.大変おかしくて、子供は面白がって見て(い)ました。あまり大きな声でわらうので、家内ははずかしがって(い)ました。
- 5.楽しそうですね。よく映画へいらっしゃいますか。
- 6.いいえ、あまりひまがないので。子供は行きたがるのですが、しばらくひまがなさそうです。

4. my opinion is opposed There seems to be some opposition
to my opinion.

V. Japan's cold is indescribable.

1. study hard The difficulties I have with my studies
are indescribable.
2. that movie interesting I can't begin to tell you how interesting
that movie was.
3. he cold (heartless) He is so cold it's hard to believe.
4. dorm life fun Dorm life is unbelievably fun.

VI. It seems I'll never finish my homework.

1. solution to the problem
It seems we'll never reach a solution to this problem.
2. international understanding
International understanding seems next to impossible to attain.
3. building It seems this building will never be completed.
4. road It seems this road will never be completed.

D. Conversation (Pronunciation Key):

1. Kinóo wa / ii oyasumi dēsita ka.
2. Háí / kodomo ga ikitagáru node / kánai ya kodomo o curete /
eega o mí ni ikimāsita.
3. Eega wa / ikága desita ka.
4. Taihen okásikute / kodomo wa omosirogátte mite (i)māsita.
Amari óokina kōe de waraū node / kánai wa hazukasigátte (i)māsita.
5. Tanosísóo desu né. Yóku eega e irassyaimāsu ka.
6. Iie / amari hima ga náí node. Kodomo wa ikitagáru no desu ga /
sibáráku hima ga nasasōo desu.

7. 映画館のたんぼうはどうでしたか。
8. あまりよすぎて、子供はあつがって、とうとうセーターをぬいでしまいました。
9. お子さんは、映画館の中で食べたがりませんか。
10. そうなんです。それで困ります。アイスクリームやチョコレートをはしがって困ります。

Conversation—Informal (two men):

1. きのはいいお休みだった？
2. うん。子供が行きたがるんで、家内や子供をつれて、映画を見に行ったよ。
3. 映画はどうだった？
4. とてもおかしくって、子供は面白がって見てたよ。あんまり大きな声でわらうんで、家内ははずかしがってね。
5. 楽しそうだね。よく映画へ行く？
6. いやあ、あんまりひまがないんで。子供は行きたがるんだが、しばらくひまがなさそうでね。
7. 映画館のたんぼうはどうだった？
8. あんまりよすぎちゃって、子供はあつがって、とうとうセーターをぬいじゃった。
9. お子さんは、映画館の中で食べたがらないかい？
10. そうなんだ。それで困るんだよ。アイスクリームやチョコレートをはしがってね。

7. Eegákan no danboo wa / dóo desíta ka.
8. Amari yosugite / kodomo wa acugátte / tóotoo sēetaa o nūide simaimāsíta.
9. Okosan wa / eegákan no náka de tabetagarimasēn ka.
10. Sôo nan desu. Sorede komarimásu. Aisukurímu ya cyokoréeto o hosigátte komarimásu.

Conversation (English Key):

1. Did you have a nice holiday yesterday?
2. Yes. My child wanted to go so badly that I took my wife and him to see a movie.
3. How was the movie?
4. It was very funny, and my child enjoyed it a lot. He laughed so loudly that my wife was embarrassed.
5. You must have had a good time. Do you often go to the movies?
6. No, I don't have much time for them. My child is always wanting to go, but I'm afraid I won't have time to see another one for a while.
7. Was the theater well heated?
8. Yes, it was too hot. My child complained of the heat and finally took off his sweater.
9. Doesn't your child ask for food during the picture?
10. Oh, yes. That's the trouble. He's always bothering us with his requests for ice cream or chocolate.

E. Reading and Writing:

外相は、国連の会議に出席するために来月米国へ行きます。外相夫人も議員や記者も一緒に行きます。会議には、色々の代表が来ますので、そのにぎやかさは、何とも言えないでしょう。

今は、^{むづかしい}難しい国際問題がたくさんありますので、その解決は中々出来そうにありません。特に、きそくを変える事には、強い反対があるだろうと、私は想像しています。外相は、日本が西の国々とアジア・アフリカの国々との間にあるので、苦しい立場です。

会議が終わってから、外相はヨーロッパへ行きますが、いそがしくて、有名なイタリーのオペラを見に行くひまはなさそうです。

国連	363.	〔連〕	kokuren	相	(252)	{ 相談	soodan
出席	364.	〔席〕	syusseki			{ 外相	gaisyoo
議員	365.	〔員〕	giin			{ 出来る	dekiru
記者	366.	〔記〕	kisya	出	(123)	{ 出す	dasu
一緒	367.	〔緒〕	issyo			{ 出席	syusseki
代表	368.	〔代〕	daihyoo			{ ^{じょう} 大丈夫	daizyooobu
	369.	〔表〕	daihyoo	夫	(301)	{ 夫人	huzin
反対	370.	〔反〕	hantai			{ 勉強	benkyoo
	371.	〔対〕	hantai	強	(105)	{ 強い	cuyoi
想像	372.	〔像〕	soozoo			{ ^{げき} 西部劇	seebugeki
苦しい	373.	〔苦〕	kurusii	西	(150)	{ 西	nisi
		{ 一時間位	icizikangurai			{ 工場	koozyoo
間	(103)	{ 間に合う	ma ni au	場	(202)	{ 立	taciba
		{ 間	aida				

E. Reading (Transcription in Romaji):

Gaisyoo wa, Kokuren no kaigi ni syusseki suru tame ni raigecu Beekoku e ikimasu. Gaisyoo-huzin mo giin ya kisyaa mo issyo ni ikimasu. Kaigi ni wa, iroiro no daihyoo ga kimasu node, sono nigiyakasa wa, nan to mo ienai desyoo.

Ima wa, muzukasii kokusaimondai ga takusan arimasu node, sono kaikecu wa nakanaka dehisoo ni arimasen. Tokuni, kisoku o kaeru koto ni wa, cuyoi hantai ga aru daroo to, watakusi wa soozoo site imasu. Gaisyoo wa, Nihon ga nisi no kuniguni to Azia, Ahurika no kuniguni to no aida ni aru node, kurusii taciba desu.

Kaigi ga owatte kara, gaisyoo wa Yooroppa e ikimasu ga, isogasi-kute, yuume na Itarii no opera o mi ni iku hima wa nasasoo desu.

Reading (Translation):

The Foreign Minister will go to the United States next month to attend the Congress of the United Nations. He will be accompanied by his wife as well as some Diet members and reporters. Since many various delegates will attend the Congress, the bustling activity should be indescribable.

Because there are now so many difficult international problems, it does not seem they can all be solved. I imagine that there will be particularly strong opposition to the change in regulations. Since Japan is between the western nations and the Afro-Asian bloc, the Foreign Minister is in a distressing position.

After the Congress is over the Foreign Minister will go to Europe but will be so busy that it appears that he will not have time to see the famous Italian Opera.

LESSON 39

A. Patterns (I): Onomatopoeia

_____ (-to) V.

Onomatopoeia (-to) V.

Examples:

1. **Ano hito wa guuguu nete imasu.**
"He is fast asleep (snoring)."
2. **Ano gakusee wa kanzi o surasura kakimasu.**
"That student writes characters with great facility."

Grammar:

1. The Japanese language is full of onomatopoeic words which act as adverbs and make the description very vivid. These are divided into two groups; one describing sounds (Example 1.) and the other describing quality or manner (Example 2.). Some of these words are always followed by **-to**, but most of them may appear either with or without **-to**. They sometimes take **ni** when they precede **suru** or **naru**.

Kucu ga pikapika ni narimasita.

"The shoes have been polished to a high shine."

2. Words describing sounds are usually written in katakana which is used not only for foreign names or loan words but also for any emphasized words. In this case, katakana somewhat corresponds to the use of underlining or italics in English.
3. In general, voiceless consonants such as [p, t, k] are employed to indicate relatively high, sharp sounds or rapid actions, while the corresponding voiced consonants [b, d, g] indicate relatively subdued characteristics.

Patterns (II): Indirect Quotation

_____ yoo ni (iimasita.)

V-dictionary form yoo ni (iimasita.)

Examples:

Asita kuru yoo ni iimasita. "I told him to come tomorrow."

Grammar:

1. This slot is filled by the dictionary, negative, passive, or causative form of verbs. The pattern indicates indirect quotation. Direct

quotation is expressed in Japanese by **to iu**. (Cf. Lesson 23)

2. **Iu** can be replaced by similar words such as **hanasu**, etc.
3. In this construction, the verb may be either Honorific or Humble.

Asita irassiyaru yoo ni moosimasita.

"I told him to come tomorrow."

Asita kuru yoo ni ossyaimasita.

"He told me to come tomorrow."

However, the verb form before **yoo ni** may always be Informal Neutral.

4. Some further Honorific and Humble words are introduced here:

Neutral	Honorific	Humble	
kiku		ukagau	"to hear, to ask (questions)"
tazunéru		ukagau	"to visit"
siru	gozónzi da	zónzite iru	"to know"
omóu		zonzimásu	"to think"
míru	goran ni náru	haiken suru	"to see"
áu		ome ni kakáru	"to see-(people)"
kariru		haisyaku suru	"to borrow"

5. Review of Particles (2)

e (direction)

Gakkoo e ikimasu.

"I go to school."

ka 1. (interrogation)

Kore wa nan desu ka.

"What is this?"

Anata wa gakusee desu ka.

"Are you a student?"

2. (or) **N.ka N.ka** and / or **P.**

Anata ka watakusi ka ga ikimasyoo. "You or I will go."

Anata ka watakusi ka ikimasyoo. "You or I will go."

Anata ka watakusi ga ikimasyoo. "You or I will go."

mo (also) (This can be added to any **N.+P.** expression acting as a Predicate Modifier. However, if it is added to words followed by the particle **ga, o,** or, **wa,** the particle disappears.) () shows the disappearing particle.

Gakkoo e + mo ikimasu.

"I'll go to school, too."

Anata ni - mo agemasu.

"I'll give it to you, too."

Uci de + mo benkyoo simasu.

"I study at home, too."

Anata (ga) mo ikimasu.

"You, too, will go."

Mizu (o) mo nomimasu.

"I'll drink water, too."

Anata (wa) mo gakusee desu.

"You are a student, too."

B. Vocabulary:
(Onomatopoeia)

ブツブツ (言う)	búcubucu (iu)	"mutter, grumble"
ブーブー	búbubuu	"oink oink, beek beep" (pig)
どんだん	dóndon	"steadily, rapidly"
どっと	dotto	"with a rush"
エーンエーン	éenéen	"wah wah" (baby)
ガラリと	garárito	"with a clatter"
ガヤガヤ	gáyagaya	"noisily"
グーグー	gúuguu	"z-z-z" (snoring)
ギューギュー	gyúugyuu	"squeeze (into a narrow place), creak, squeak"
いらいら (する)	íraira	"be annoyed, be irritated"
にこにこ (する)	níkoniko	"smile, beam"
ニャーニャー	nyáanyaa	"mew mew" (cat)
ペチャクチャ (話す)	pécyakucya (hanāsu)	"chatter, prattle"
ぴかぴか	píkápika	"with a flash"
ぴょんぴょん	pyónpyon	"lightly, up and down"
さっさと	sássato	"quickly"
シクシク (なく)	sikúsiku (naku)	"weep, sob"
そろそろ	sórosoro	"slowly"
すらすら	súrasura	"smoothly, fluently"
ワンワン	wánwan	"bow-wow" (dog)

C.N.

ぶ	た	buta	"pig"
	(	butaniku	"pork")
建設	省	kensecúsyoo	"Ministry of Construction"
交	通	koocuu	"traffic"
町		mací	"town, city, street"
音		otó	"sound"
立体交通		rittaikóocuu	"freeway system of traffic"
	(	rittai	"solid body")

タクシー	tákusii	"taxi"
とり	tori	"bird"
運転手	unténsyu	"driver"
事故	ziko	"accident"
(東京)中	(Tookyoo)zyuu	"all over (Tokyo)"
A. N.		
平和	heewa	"peace"
不注意	hucyúui	"carelessness"
らく	rakú	"easy, comfortable"
V. N.		
努力	dóryoku	"effort"
はいけん	haiken	"seeing, looking at" (Humble)
はいしゃく	haisyaku	"borrowing" (Humble)
Ad.		
段々	dandan	"gradually"
いくら	íkura	"how much"
V.		
つつむ	cúcúmu (st. v.) [t. v.]	"to wrap"
広げる	hirogeru (w. v.) [t. v.]	"to widen, to expand"
のりこむ	norikómu (st. v.) [i. v.]	"to get into"
お押し	osu (st. v.) [t. v.]	"to push"
うかがう	ukagau (st. v.) [t. v.]	"to ask, to listen, to visit"
ぞん		"to think"
存じる	zonzíru	
	(Cf. zónzite (i)ru	"to know")
A.		
ばからしい	bakarasii	"foolish, stupid"
	(báka (A. N.)	"fool")
Pren.		
ちょっとした	cyottosita	"slight"

C. Pattern Practice:

I. 犬がワンワン(と)なきます。

1. ねこ ニャーニャー ねこがニャーニャー(と)なきます。
2. ぶた ブーブー ぶたがブーブー(と)なきます。
3. 赤ちゃん エーンエーン 赤ちゃんがエーンエーンとなきます。
4. 女の子 シクシク 女の子がシクシク(と)なきます。

II. 学生によく勉強する様に言って下さい。

1. ぺチャクチャ話さない 学生にぺチャクチャ話さない様に言って下さい。
2. さっさと書く 学生にさっさと書く様に言って下さい。
3. ガヤガヤしない 学生にガヤガヤしない様に言って下さい。
4. いらいらしない 学生にいらいらしない様に言って下さい。

III. 友達に^{だち}手紙^{がみ}を出してくれる様にたのみました。

1. 切手を買う 友達に^{だち}切手を買ってくれる様にたのみました。
2. 電話をかける 友達に^{だち}電話をかけてくれる様にたのみました。
3. 先生に話す 友達に先生に話してくれる様にたのみました。
4. 本^{かえ}を返す 友達に^{だち}本^{かえ}を返してくれる様にたのみました。

C. Pattern Practice (Translation):

I. A dog barks bow-wow.

- | | | |
|----------------|------------------|-------------------------------------|
| 1. cat | <i>mew-mew</i> | A cat says <i>mew mew</i> . |
| 2. pig | <i>oink-oink</i> | A pig says <i>oink oink</i> . |
| 3. baby | <i>wah-wah</i> | A baby cries <i>wah wah</i> . |
| 4. little girl | <i>boo-hoo</i> | A little girl sobs <i>boo hoo</i> . |

II. Please tell the students to study hard.

- | | |
|--------------------------|---|
| 1. not to chatter | Please tell the students not to chatter. |
| 2. to write quickly | Please tell the students to write quickly. |
| 3. not to raise a clamor | Please tell the students not to be noisy. |
| 4. not to be irritated | Please tell the students not to be irritated. |

III. I asked a friend to mail a letter.

- | | |
|----------------------------|---|
| 1. to buy a stamp | I asked a friend to buy a stamp. |
| 2. to telephone | I asked a friend to phone. |
| 3. to speak to the teacher | I asked a friend to speak to the teacher. |
| 4. to return the book | I asked a friend to return the book. |

IV. 子供がにこにこして(い)ます。

1. ペチャクチャ話す

子供がペチャクチャ話して(い)ます。

2. ブツブツ言う 子供がブツブツ言っ(い)ます。

3. そろそろ歩く 子供がそろそろ歩いて(い)ます。

4. ぴょんぴょんとぶ

子供がぴょんぴょんとんで(い)ます。

V. (Change the sentences into Indirect Quotation using **yoo ni.**)

1. 手紙^{がみ}を出して下さいとたのみました。

手紙を出す様にたのみました。

2. あした来て下さいと言いました。

あした来る様に言いました。

3. きれいに書きなさいと教えました。

きれいに書く様に教えました。

4. 果物^{くだ}を買って来て下さいと言いましょ。

果物を買って来る様に言いましょ。

VI. (Complete the sentences using the given onomatopoeias.)

あの人はずいずい……。

1. にこにこ あの人はずいずいにこにこして(い)ます。

2. ブツブツ あの人はずいずいブツブツ言っ(い)ます。

3. そろそろ あの人はずいずいそろそろ { 歩きます。
歩いて(い)ます。

4. いろいろ あの人はずいずいいろいろして(い)ます。

D. Conversation:

1. 東京のこの頃^{ごろ}の交通難^{なん}はひどいですね。

2. そうですね。新聞によると、きのうも事故で三人死んだそうですね。

3. 毎朝私がのる電車もひどいものですよ。

4. そうでしょうね。私は寮^{せう}に住んで(い)るので、こんだ電車のひどさはよく存^{ぞん}じませんが。

IV. The children are smiling brightly.

- | | |
|------------------------|---------------------------------------|
| 1. to prattle | The children are chattering. |
| 2. to grumble | The children are grumbling. |
| 3. to walk slowly | The children are walking slowly. |
| 4. to jump up and down | The children are jumping up and down. |

V.

- | | |
|--|------------------------------------|
| 1. I said, "Please mail the letter." | I asked him to mail the letter. |
| 2. I said, "Please come tomorrow." | I asked him to come tomorrow. |
| 3. I said, "Write clearly." | I told them to write clearly. |
| 4. I'll say, "Please go buy some fruit." | I'll ask him to go buy some fruit. |

VI. He (is) always _____.

- | | |
|--------------------|-------------------------|
| 1. to smile | He is always smiling. |
| 2. to grumble | He is always grumbling. |
| 3. to walk slowly | He always walks slowly. |
| 4. to be irritated | He is always irritated. |

D. Conversation (Pronunciation Key):

1. Tookyoo no konogoro no koocúunan wa / hidói desu né.
2. Sôo desu né. Sinbun ni yoru to / kinôo mo zîko de sannin sinda sôo desu né.
3. Máiasa watakusi ga noru densya mo / hidói monô desu yó.
4. Sôo desyoo né. Watakusi wa / ryôo ni sūnde (i)rû node / kônda densya no hîdosa wa / yôku zonzimasēn ga.

5. 電車が止まると、人がどっとのりこみます。それで
ギューギュー押^おされます。
6. タクシーもあまりありませんね。
7. そうなんです。いくら止めようとしても、どんどん
行ってしまいます。
8. もう少し交通がらくになるといいですね。
9. そして、もう少し東京の町がしずかになるといいで
すね。
10. 本当にそうです。東京中の人がいらいらして(い)る
様ですよ。

Conversation—Informal (two boys):

1. 東京のこの頃^{ごろ}の交通難^{なん}はひどいなあ。
2. そうだね。新聞によると、きのうも事故で三人死ん
だそうだよ。
3. 毎朝ぼくがのる電車もひどいもんだぜ。
4. そうだろうね。ぼくは寮に住んでるんで、こんだ電
車のひどさはよく知らないけど。
5. 電車が止まると、人がどっとのりこむんだ。それで
ギューギュー押^おされちゃう。
6. タクシーもあまりないねえ。
7. そうなんだ。いくら止めようたって、どんどん行っ
ちゃうんだ。
8. もう少し交通がらくになるといいねえ。
9. そして、もう少し東京の町がしずかになるといいな
あ。
10. 本当にそうだよ。東京中の人がいらいらしてる様だ
よ。

5. Densya ga tomaru to / hito ga dotto norikomimásu. Sorede / gyūgyū osaremāsu.
6. Tákusii mo amari arimasēn né.
7. Sōo nan desu. Ikura tomeyōo to sitē mo / dōndon itte simaimāsu.
8. Moo sukósi / koocuu ga rakú ni nāru to īi desu né.
9. Sosite / moo sukósi / Tookyoo no maci ga / sızuka ni nāru to īi desu né.
10. Hontoo ni sōo desu. Tookyoozyuu no hitó ga / iraira site (i)ru yōo desu yó.

Conversation (English Key):

1. Traffic is terrible in Tokyo these days, isn't it?
2. It certainly is! According to the newspaper, three people were killed in traffic accidents yesterday.
3. The electric line I take every morning is a terrible ordeal, too.
4. I imagine so. Since I live in the dormitory I really don't know how bad the crowded trains are.
5. As soon as the train stops people rush in and we're squeezed in like sardines.
6. There aren't too many taxis available either, are there?
7. No, there certainly aren't. And even when we try to stop one, it goes right on.
8. It would be nice if traffic would ease up some, wouldn't it?
9. Yes, and it would be nice if (the streets of) Tokyo would become a little quieter, too.
10. I quite agree with you. It seems that everybody in Tokyo is upset (because of this).

E. Reading and Writing:

戦争の前は、東京は大変しずかな平和な町でした。朝起きると、とりの声が聞こえました。戸をガラリと開ける音、お掃除をする音、子供があそんでいる声などが聞こえました。

けれども、この頃はすっかり変わりました。自動車のブーブーいう音で東京中がつつまれていてる様です。自動車があまり多くて、早く走れないし、度々止まらなければならないので、運転手はいらいらしている様です。毎日、交通事故で死ぬ人がかなり居ます。ちょっとした不注意で事故にあうのは、ばからしいから、気をつけましょう。

早く道を広げて立体交通にしなければなりません。今、建設省が一生けん命努力している様ですから、段々よくなるでしょう。

ガラリと	[ガ]	ga	ギューギュー	[ギユ]	gyu
				([ユ])	yu
平和	374. [平]	heewa			
町	375. [町]	maci			
戸	376. [戸]	to	音 (180)	{ 音楽会	ongakukai
(お)掃除	377. [掃]	(o)soozi		{ 音	oto
走る	378. [走]	hasiru	手 (130)	{ 手伝う	tecudau
止まる	379. [止]	tomaru		{ 運転手	untensyu
交通事故	380. [故]	koocuuziko		{ 立つ	tacu
死ぬ	381. [死]	sinu	立 (24)	{ 立川	tacikawa
不注意	382. [注]	hucyuui		{ 立法権	rippooken
広げる	383. [広]	hirogeru		{ 立体交通	rittaikooctu
努力	384. [努]	doryoku		{ 建てる	tateru
	385. [力]	doryoku	建 (299)	{ 建設省	kensecusyoo
段々	386. [段]	dandan			

E. Reading (Transcription in Romaji):

Sensoo no mae wa, Tookyoo wa taihen sizuka na heewa na maci desita. Asa okiru to, tori no koe ga kikoemasita. To o garari to akeru oto, osoozi o suru oto, kodomo ga asonde iru koe nado ga kikoemasita.

Keredomo, konogoro wa sukkari kawarimasita. Zidoosya no buubuu iu oto-de Tookyoozyuu ga cucumarete iru yoo desu. Zidoosya ga amari ookute, hayaku hasirenai si, tabitabi tomaranakereba naranai node, untensyu wa iraira site iru yoo desu. Mainici, koocuziko de sinu hito ga kanari imasu. Cyotto sita hucyuui de ziko ni au no wa, bakarassii kara, ki o cukemasyoo.

Hayaku miki o hirogete, rittaikooocuu ni sinakereba narimasen. Ima, kensecussyoo ga issyookennmee doryoku site iru yoo desu kara, dandan yoku naru desyoo.

Reading (Translation):

Before the War, Tokyo was a quiet, peaceful town. When we got up we could hear the birds singing. We could hear the doors open with a clatter, the sounds of house cleaning, and children playing.

But nowadays it's completely changed. It is as if the whole city of Tokyo were enveloped by the sound of automobile horns. The drivers seem to get irritated because there are so many cars that they can't drive fast and often have to stop. There are quite a few people killed every day in traffic accidents. We should be careful, because it would be foolish to meet with an accident because of a moment's carelessness.

We have to hurry and widen our streets and build a freeway system. The Ministry of Construction seems to be making every effort, so things should gradually be getting better.

LESSON 40

Review of Particles (3)

ga 1. (actor or subject) in dependent clauses. When the clause ends in V/A -non-final forms (**-ba**, **-tara**, etc.) or V./A. + P. (**to**, **node**, **kara**, etc.) **ga** is never replaced by **wa**.

2. (actor or subject) in a simple sentence. This indicates emphasis on the subject, and **ga** may be replaced by **wa** with a lessening of this emphasis.

3. (conjunction) with the meaning of "but" or sometimes "and." However, sentences combined by **ga** are so loosely joined that they may almost be regarded as independent. The following sentence can be divided in several ways:

(1) **Watakusi wa ikimasu ga / anata wa ikimasen.**

(2) **Watakusi wa ikimasu. Ga / anata wa ikimasen.**

(3) **Watakusi wa ikimasu ga. Anata wa ikimasen.**

In (1), **ga** is used as a combining particle followed by a short pause.

In (2), **ga** is used as a conjunctive preceded by a long pause.

In (3), **ga** is used as a sentence ending particle followed by a long pause.

o 1. (direct object) with transitive verbs.
2. (place through which some motion is made) with intransitive verbs showing motion, such as **aruku** "walk," **hasiru** "run," **tobu** "fly."

Kono michi o arukimasu.

"I walk along this road."

Zidoosya wa gakkoo no mae o hasitte imasu.

"The car is passing (in front of) the school."

ni 1. (place) with verbs of existence, such as **iru**, **aru**.

2. (receiver of the action)

Anata ni (sore o) agemasu. "I'll give it to you."

Anata ni (sore o) osiemasu. "I'll teach (it to) you."

Anata ni (sore o) naraimasu. "I'll learn it from you."

Anata ni homeraremasu. "I'm praised by you."

3. (destination of some motion)

Gakkoo ni ikimasu. "I go to school."

In this case **ni** can be replaced by **e**, indicating "direction."

4. (time)

Sanzi ni ikimasu. "(I) will go at 3:00."

Note that an Ad. N. does not take **ni**.

Kyoo ikimasu.

"(I) will go today."

5. (purpose)

Sanpo ni ikimasu.

"Let's go for a walk"

wa

This can be added to (a) any noun except A. N. and I. N. or (b) any N.+P. phrase, acting as a Predicate Modifier. However, if it is added to words normally followed by the particle **ga**, or **o**, the particle disappears.

Gakkoo e+wa ikimasu.

"I'm going to school." (but nowhere else)

Anata ni+wa agemasu.

"I'll give it to you (but not to someone else)."

Uci de+wa benkyoo simasen.

"I don't study at home (but I study at other places)."

***Anata (ga) wa ikimasu ka.**

"Are you going?" (Emphasizing "go")

Mizu (o) wa nomimasu.

"I drink water." (but nothing else)

*There is some confusion here with **ga**. In a simple sentence it can be roughly said that **wa** is used when the subject or the actor has been previously introduced and is not emphasized, while **ga** is used when the actor or the subject is specially emphasized.

Watakusi wa ikimasu. (**Ikimasu** is emphasized.)

Watakusi ga ikimasu. (**Watakusi** is emphasized.)

Wa occurs very often with negatives.

When there are several expressions acting as Predicate Modifiers, the expression with **wa** almost always occurs at the beginning of the sentence.

Watakusi wa atama ga totemo itai desu.

Kotosi no kurisumasu ni wa uci e kaerimasen.

kara 1. (reason) after V/A -final forms (except the volition form) and some particles, such as, **da**, **datta**, **daroo**, etc.

2. V-te **kara** means "after."

Benkyoo site kara dekakemasu.

"I'm going out after I study."

3. "From, since" for time and place. In this case **kara** is often followed by **made** which means "to, until."

Sanzi kara yozi made uci ni imasu.

"(I) will be home from three to four."

Eki kara uci made arukimasu.

“(I) will walk from the station to my house.”

— **kara** — **made** can be followed by any other particle except **e**.

— **kara** — **made wa** (or, **o**, **ga**, **mo**, **ni**, **de**, **to**).....

B. Vocabulary:

C.N.

一 般	ippan	“common, general, universal”
家 庭	katee	“home”
傾 向	keekoo	“tendency”
道	mici	“road”
落ち着き	ocicuki	“self-possession, calmness”
親	oyá	“parent”
P T A	pii-tii-ée	“Parent-Teacher Association”
そら	sóra	“sky”
す		
相 撲	sumoo	“Japanese wrestling, <u>sumo</u> ”
小 学 校	syoogákkoo	“elementary school”
宿 題	syukudai	“homework”
夕 かん	yuukan	“evening edition of a newspaper,
自 転 車	ziténsya	“bicycle” [evening paper”
持 続 性	zizokusee	“durability” [blems”
-題	-dai	“a counter for questions or pro-
-族	-zoku	“a group of people (family, tribe, race)”

A.N.

器 用	kíyoo	“cleverness, skill”
まちまち	macimaci	“various”
自 由	ziyúu	“free”

V.N.

安 心	ansin	“relief”
調 査	cyóosa	“investigation, survey”
影 響	eekyoo	“influence”

観	察	kansacu	“observation”
問	答	mondóo	“questions and answers, dialogue, dispute, controversy”
野	球 ^{きゅう}	yakyuu	“baseball”
V.			
与 ^{あた}	える	ataeru (w. v.) [t. v.]	“to give, to bestow”
ふ	える	huéru (w. v.) [i. v.]	“to increase”
片 ^{かた} づける		katazukéru (w. v.) [t. v.]	“to dispose of, to finish, to clean up”
目立つ		medácu (st. v.) [i. v.]	“to be conspicuous”
通る		tóoru (st. v.) [i. v.]	“to pass”
やり通す		yaritóosu (st. v.) [t. v.]	“to carry out (through)”
A.			
しぶとい		sibutói	“unyielding, stubborn, impudent”
頼もしい		tanomosíi	“promising, reliable”
Ad.			
近頃		cikágoro	“lately, recently, nowadays”
にわかに		níwakani	“suddenly, abruptly”
C.			
さて		sáte	“well, now”
したがって		sítagatte	“accordingly, consequently, therefore”

C. Pattern Practice:

I. 自動車はこの道を走って(い)ます。

1. とり 空 とぶ
とりは空をとんで(い)ます。
2. 子供 学校の前 歩く
子供は学校の前を歩いて(い)ます。
3. 自転車 銀行のそば 通る
自転車は銀行のそばを通って(い)ます。
4. 学生 私の後ろ 通る
学生は私の後ろを通って(い)ます。

II. 三時から五時までひまです。 (Add proper particles.)

1. いいです 三時から五時までがいいです。
2. だめです 三時から五時までではだめです。
3. 間に来て下さい 三時から五時までの間に来て下さい。
4. しましょう 三時から五時までにししましょう。

III. 一般家庭にテレビがはいったのは、この二、三年の事であります。

1. 自動車が目立って多くなる
自動車が目立って多くなったのは、この二、三年の事であります。
2. 外国品が自由になる
外国品が自由になったのは、この二、三年の事であります。
3. コーヒーがどこでも買えるようになる
コーヒーがどこでも買えるようになったのは、この二、三年の事であります。
4. 立体交通が言われるようになる
立体交通が言われるようになったのは、この二、三年の事であります。

C. Pattern Practice (Translation):

I. Cars are running along this street.

1. birds sky to fly
The birds are flying through the sky.
2. children in front of the school to walk
Children are walking in front of the school.
3. bicycle by the bank to pass
Bicycles are passing near the bank.
4. student behind me to pass
The student is passing behind me.

II. I'm free from 3 till 5.

1. all right From 3 till 5 will be all right.
2. no good From 3 till 5 is no good.
3. please come between Please come between 3 and 5.
4. let's make it Let's make it between 3 and 5.

III. It was during these 2 or 3 years that T.V. entered the average household.

1. cars become conspicuously numerous
It was during these 2 or 3 years that automobiles became conspicuously numerous.
2. foreign articles come into free circulation
It was during these 2 or 3 years that foreign articles came into free circulation.
3. to become able to buy coffee anywhere
It was during these 2 or 3 years that we became able to buy coffee anywhere.
4. a freeway system becomes a household expression
It was during these 2 or 3 years that a freeway system became a household expression.

IV. あの子供は、いつもテレビを見ながら勉強します。

1. ラジオを聞く あの子供は、いつもラジオを聞きながら勉強します。
2. お茶をのむ あの子供は、いつもお茶をのみながら勉強します。
3. 食事する あの子供は、いつも食事しながら勉強します。
4. 歩く あの子供は、いつも歩きながら勉強します。

V. あした^{だち}友達^{たず}を訪ねます。(Add **ni** if necessary.)

1. 三 時 三時に友達^{だち}を訪ね^{たず}ます。
2. 朝 朝友達^{だち}を訪ね^{たず}ます。
3. 土 曜 土曜に友達^{だち}を訪ね^{たず}ます。
4. 午 後 午後友達^{だち}を訪ね^{たず}ます。

VI. (Add **wa** making changes if necessary.)

1. あした____行きます。あしたは行きます。
2. あなたに____話して上げます。
あなたには話して上げます。
3. ^{みず}水が____のみたいです。
^{みず}水はのみたいです。
4. おさけを____のみたいです。
おさけはのみたいです。

D. Conversation:

1. 「ながら族」と言うのは、どんな人の事ですか。
2. ラジオを聞きながら勉強したり、テレビを見ながら食事したりする人達^{たち}の事です。
3. では、子供にもたくさん「ながら族」が居るでしょうね。
4. そうなんです。テレビを見ながら勉強する子供がふえて、親が大変心配して(い)ます。

IV. That child always watches T.V. while studying.

1. to listen to the radio That child always listens to the radio while studying.
2. to drink tea That child always drinks tea while studying.
3. to eat That child always eats while studying.
4. to walk That child always walks while studying.

V. I'll visit a friend tomorrow.

1. 3 o'clock I'll visit a friend at 3 o'clock.
2. morning I'll visit a friend in the morning.
3. Saturday I'll visit a friend on Saturday.
4. afternoon I'll visit a friend in the afternoon.

VI.

1. I'm going tomorrow.
2. I'll tell you.
3. I want a drink of water.
4. I want to drink sake.

D. Conversation (Pronunciation Key):

1. "Nagarázoku" to iū no wa / dōnna hito no kotō desu ka.
2. Rázio o kikināgara benkyoo sītāri / térebi o mināgara syokuzi sītāri suru hitōtaci no kotō desu.
3. Déwa / kodomo ni mo takusan "nagarázoku" ga irū desyoo né.
4. Sōo nan desu. Térebi o mināgara benkyoo suru kodomo ga hūete / oyá ga taihen sinpai site (i) māsū.

5. 一体、日本の家庭にテレビがはいったのはいつ頃で
しょう。
6. 六、七年前頃からですが、昭和三十四、五年からが
目立って多いのです。
7. 子供達は、テレビで主にどんな物を見ますか。
8. そうですね。野球や相撲が好きな様ですね。
9. テレビを見ながら勉強する子供と、それをやらない
子供とを比べると、どうですか。
10. ある父親の観察では、テレビを見ながらの子供は、
器用ではあるが落ち着きがなく、それをやらない子供
は、どこかしづといところがあって、頼もしいそうで
す。

Conversation—Informal (two boys):

1. 「ながら族」ってのは、どんな人の事だい？
2. ラジオを聞きながら勉強したり、テレビを見ながら
食事したりする人達の事さ。
3. じゃあ、子供にもたくさん「ながら族」が居るだろ
う？
4. そうなんだ。テレビを見ながら勉強する子供がふえ
ちゃって、親がとても心配してるよ。
5. 一体、日本の家庭にテレビがはいったのはいつ頃だ
ろう？
6. 六、七年前頃からだけど、昭和三十四、五年からが
目立って多いんだ。
7. 子供達は、テレビで主にどんな物を見るかい？
8. そうだなあ。野球や相撲が好きな様だ。
9. テレビを見ながら勉強する子供と、それをやらない
子供とを比べると、どうだろう？
10. ある父親の観察では、テレビを見ながらの子供は、
器用ではあるが落ち着きがなく、それをやらない子供
は、どこかしづといところがあって頼もしいそうだ。

5. Ittai / Nihon no katei ni terebi ga haitta no wa / icugoro desyoo.
6. Roku-sicinen maegoro kara desu ga / Syoowa sanzuyusi-gonen kara ga / medatte ooi no desu.
7. Kodomotaci wa / terebi de / omo ni donna mono o mimasu ka.
8. Sôo desu né. Yakyuu ya sumoo ga saki na yoo desu né.
9. Terebi o minagara benkyoo suru kodomo to / sore o yaranai kodomo to o kuraberu to / doo desyoo.
10. Aru cicioya no kansacu de wa / terebi o minagara no kodomo wa / kiyou de wa aru ga ocicuki ga naku / sore o yaranai kodomo wa / doko ka sibutôi tokoro ga atte / tanomosii sôo desu.

D. Conversation (English Key):

1. What sort of people are called nagarazoku?
2. People like those who listen to the radio while studying or who watch T.V. while eating.
3. Then, I suppose there are many nagarazoku among children too, aren't there?
4. There certainly are. There is an increasing number of children who watch T.V. while studying, which makes parents very worried.
5. When was it that T.V. entered Japanese homes, anyway?
6. Six or seven years ago, but it's become conspicuously common since the 34th or 35th year of Showa (1959 or 1960).
7. What do children watch mostly on T.V.?
8. Let me see. They seem to like baseball and sumo.
9. What do you find when you compare those who look at T.V. while studying and those who don't?
10. According to the observation of one father, those children who look at T.V. (while studying) are clever but nervous and those who don't are steadfast and promising.

E. Reading and Writing:

今日の問題 (朝日新聞 11月15日夕かん)

「ながら」問答

(ながら族とは、ラジオを聞きながら勉強したり、漫画を見ながら食事をする人の事を言う。)

近ごろでは、テレビを見ながら宿題をやったりする子どもが、にわかにふえて、親の新しい心配を招いているという。ある小学校で、PTA が、テレビの子どもに与える影響を調べて、この「ながら族」を問題にしていた。その調査でも、一般家庭にテレビがはいったのは、昭和三十四、五年からが目立って多く、したがって、テレビで野球や相撲を見ながら、子どもたちが勉強をしたり、宿題を片づけたりするのは、この一、二年の傾向だという。

さて、この問題についての親の観察や意見は、まちまちである。自動車を運転していても、ラジオで音楽を聞きながらの方が、眠くもなくてよいという父親、テレビを見ながら宿題がやれるかと心配したが、一題も間違っていないくて安心したという母親。

ある父親は、自分の二人の子どもを観察していて、テレビを見ながらの子どもは、器用ではあるが落ち着きがなく、一つのことをやり通す「持続性」がない、それをやらない子どもの方は、学校のテストも良くはないが、どこかしぶといところがあって、頼もしい、といった。

E. Reading (Transcription in Romaji):

Kyoo no Mondai (Asahi-sinbun, zyuuici-gacu zyuugo-nici, yuukan)
"Nagara" Mondoo

(Nagarazoku to wa, razio o kikinagara benkyoo sitari, manga o minagara syokuzi o suru hito no koto o iu.)

Cikagoro de wa, terebi o minagara syukudai o yattari suru kodomo ga, niwakani huete, oya no atarasii sinpai o maneite iru to iu. Aru syoogakkoo de, pii-tii-ee ga, terebi no kodomo ni ataeru eekyoo o sirabete, kono "nagarazoku" o mondai ni site ita. Sono cyoosa de mo, ippankatee ni terebi ga haitta no wa, Syoowa sanzyuusi-gonen kara ga medatte ooku, sitagatte, terebi de yakyuu ya sumoo o minagara, kodomotaci ga benkyoo o sitari, syukudai o katazuketari suru no wa, kono ici-ninen no keekoo da to iu.

Sate, kono mondai ni cuite no oya no kansacu ya iken wa, macimaci de aru. Zidoosya o unten site ite mo, razio de ongaku o kikinagara no hoo ga, nemuku mo nakute yoi to iu cicioya, terebi o minagara syukudai ga yareru ka to sinpai sita ga, icidai mo macigatte inakute ansin sita to iu hahaoya.

Aru cicioya wa zibun no hutari no kodomo o kansacu site ite, terebi o minagara no kodomo wa, kiyoo de wa aru ga ocicuki ga naku, hitocu no koto o yaritoosu "zizokusee" ga nai, sore o yaranai kodomo no hoo wa, gakkoo no tesuto mo yoku wa nai ga, doko ka sibutoi tokoro ga atte, tanomosii, to itta.

Reading (Translation):

Today's Problem (Asahi Shinbun Nov. 15, Evening Ed.)

The nagara controversy

(The nagarazoku, "two things-at-once clan," is a term used for those people who do such things as listen to the radio while studying or read the comics while eating.)

Lately, it is said that the number of children who watch television while doing their homework has suddenly increased bringing a new worry to many parents. At one school the PTA made an investigation of the influence of television on children and brought this "two-things-at-once clan" problem into the open. Even this investigation showed that television invaded average households in conspicuous numbers from 1959 and 60, and that accordingly the tendency of these one or two years has been for children to watch baseball or sumo on television while studying or finishing their homework.

The observations and opinions of parents concerning this problem

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		394.	〔察〕	kansacu		{ 立	川		tacikawa
眠	い	395.	〔眠〕	nemui	立 (24)	{ 立	法	権	rippooken
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					通 (54)	{ 通	学		cuugaku
						{ 通	う		kayou
						{ やり	通	す	yaritoosu

are many and varied. One father says that even when driving a car it's better to listen to some music on the radio so you won't get sleepy, while a mother said that she worried over whether her child could do his homework while watching T. V., but was relieved when he didn't make a single mistake.

One father upon observing his own two children said that the child who watches T. V. is clever all right, but that he is nervous and does not have the endurance to carry one thing through completely. The one who does not watch T. V. does not do well on his school tests, it is true, but that he has somehow a stick-to-it-iveness and shows promise(lacking in the other.)

Index of Grammatical Notes

- Notes: 1. Number before the hyphen shows the lesson, and the number after the hyphen shows the grammatical note number.
 2. -o means the points included under Patterns.
 3. A capital letter appearing after the hyphen shows the section of the letter; that is, C for Pattern Practice, D for Conversation and E for Reading & Writing.

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Vocabulary Index

- Note: 1. The number after the word indicates the lesson number in which the word appears. A capital letter (A, C, or D) appearing with the number indicates the section of that lesson. If no capital letter appears, all words will be found in Section B of the lesson.
2. A number in parenthesis shows that the word appears in that lesson as a reference word.
3. A word with a prefix is given in both forms as follows: (o)genki appears (o)genki and ogenki.
4. A list of the Expressions which appear in Section B of each lesson can be found at the end of this index.

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acumeru	33	aru (<i>be</i>)	3	bakku-appu	8A
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ageru (<i>give</i>)	24	arubaito	25	banana	5
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	(Lesson)		(Lesson)		(Lesson)
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				Doicu	1
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				doko	1, 9A
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				dondon	39
				donna	2
				dono	2
				donogurai	17
				donokurai	17
				doo	7
				doomo	3
				dooro	38
				doozo	1

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doroboo	19	giin	38	hacigacu	9
doryoku	39	gikai	36	hacihon	16
dotci	9	gimu	28	hacihun	16
dotto	39	ginkoo	1	hacimai	11
doyoo(bi)	8, 9	gisi	23	haciman	16
	E	go (<i>five</i>)	11	hacinin	11
e	5	go- (<i>honorific</i>)	23	hacizi	10
ee	5, 17	-go (<i>language</i>)	2	hacizikan	16
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eega	6	gogacu	9	hacuka	24
eegakan	9	gogo	16	hagaki	11
eego	2	gogozyuu	16	haha	11
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enpicu	30	gomai	11	haisya	15
enzecu	26	goman	16	haisyaku	39
erabu	19	gomuri	37	hakkiri	36
	F	gonin	11	hako	3
		goran	34A, 35A	haku (<i>put on</i>)	19
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gakunai	33	gozi	10	hanzi	35
gakusee	1	gozikan	16	hapon	16
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gakusya	37	gozyuu	16	happyaku	16
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hazimar <u>u</u>	29	hukai	38	ikitagaru	38A
hazimeru	26	huku (<i>dress</i>)	32	ikitai	38A
hazimete	7	human	37	iku	4
hazu	21	-hun	16	(-te) iku	35A
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heewa	39	huransuzin	1	ikucu	11
heta	20	(o)huro	29	ikura	39
heya	3	huru (<i>rain</i>)	13	ima	10
hi (<i>day</i>)	32	hurui	6	imi	25
hicuyoo	35	hutacu	11	imooto	23
hidari	12	hutari	11	Indo	2
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hikaku	36	huyu	9	inoru	32
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hikui	22	hyaku	16	ippa <u>n</u>	40
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honbako	3	icizihan	10	iru (<i>need</i>)	12
hondana	31	icizikan	13	isogasii	10
honkan	12	icu	8	isogu	27
honto	19	icucu	11	issyo	7
hontooni	27	icuka (<i>fifth day</i>)	24	issyooke <u>n</u> mee(ni)	27
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kaaten	31	kanasii	20	kenkyuu	36
kabaa	8A	kanasisa	38A	kenkyuusicu	33
kabis	12	(o)kane	15	kenkyuuzyo	27
kabuki	29	kanemoci	7	kenri	32
kabukiza	29	kangae	6	kensecusyoo	39
kaeri	22	kangaeru	24	keredo	17
kaeru	16	kankee	28	keredomo	15, 17
kaesu	38	kankokuzin	18	kesa	19
kagaku (<i>science</i>)	2	kanningu	30	kessite	37
kagaku (<i>chemistry</i>)	2	kansacu	40	ketten	20
kagakusya	32	(—ni) kansuru	34	ki (<i>tree</i>)	3
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kagu (<i>furniture</i>)	31	kantan	31	kibisii	36
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kaikecu	28	karada	32	kiku (<i>chrysanthemum</i>)	2
kaimono	13	kariru	29	kiku (<i>listen</i>)	10
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kaisyain	20	(o)kasi	18	kimi (<i>you</i>)	9
kaiwa	22	kasu	25	kimono	22
kakaru (<i>be hanged</i>)	31	kata (<i>person</i>)	27	kinoo	6
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kakikata	25	kawaii	6	kiree	2
kaku	5A	kawaru	36	kireesa	38A
kamau	25	kayoo(bi)	9	kirisutokyoo	2
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kami (<i>God</i>)	27	kazoku	11	kiseru	32
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kitte	33	kosikakeru	4	kyuuhon	16
kitto	23	kotaeru (<i>reply</i>)	22	kyuuhun	16
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konna	2	kuniguni	38	macigai	28
kono	2	kuraberu	18	macigau	28
konogoro	22	kurai (<i>dark</i>)	28	macimaci (<i>various</i>)	40
konsyuu	10	kurasu (<i>class</i>)	20	macu (<i>wait</i>)	10
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koocya	18	kuru	4	maiasa	10
kooen (<i>park</i>)	21	(-te) kuru	35A	maigecu	10
koogaku (<i>engineering</i>)	23	kurusigaru	38A	mainen	36
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kopii	8A	kyooiku	30	matawa	18
koppu	12	kyookai (<i>church</i>)	3	mattaku	7
kora	17	kyoosicu	30	mazui	22
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migaku	25	mutcu	11	naoru	17
migi	12	muzukasii	6	naosu	22
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miseru	5	nanacu	11	nemuru	16
mitcu	11	nanahon	16	-nen	23
mizikai	26	nanahun	16	neru	23
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momizi	13	nanazyuu	16	nigiyaka	37
momoiro	2	Nanbee	5	nihon	16
mondai	28	nanbon	16	Nihon	1
mondoo	40	nanbyaku	16	nihonga	21
mono (<i>things</i>)	17	nani	1, 9A	nihongo	2
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nisen	16	oisii	6	ookina	2
nisi	38	oisyasan	33	opera	38
niwakani	40	okaasan	11	Orinpikku	32
nizi	10	okamai naku	25	oriru	10
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nizyuu-haci-nici	24	okiru	10	osasimi	26
nizyuu-ici-nici	24	okoru	29	osattoo	18
nizyuu-ku-nici	24	okosan	38	osieru	5A
nizyuu-ni-nici	24	okosu	31	osoi	22
nizyuu-roku-nici	24	oku	31	ossyaru	33
nizyuu-san-nici	24	(—te) oku	35A	osu (<i>push</i>)	39
nizyuu-sici-nici	24	okureru	21	osyokugo	25
nizyuu-yokka	24	okurimono	24	osyokuzi	14
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noboru	13	okusan	4	otaku	21
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norikomu	39	omimai	37	otecudai(san)	35
noru	17	omo	31	otenki	13
nugu	30	omocya	5	oto	39
nusumu	19	omoi	31	otoko	11
nyaanyaa	39	omori	16	otokonoko	3
nyuugaku	8	omosirogaru	38A	otona	11
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		omou	23	otooto	25
		onaka	15	ototoi	10
		onazi	20	ototosi	36
		oneesan	27	owaru	22
		onagai	16	oya (<i>parent</i>)	40
		ongaku	19	oya (<i>oh</i>)	17
		ongak(u)kai	21	oyasumi	4
		oniisan	27	oyogu	5A
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pan	18	roppyaku	16	(o)sasimi	26
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rekisi	2	san-	11	sekai	24
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resutoran	9	sanbon	16	sekaitaisen	31
rikai	38	sanbyaku	16	seki (<i>seat</i>)	29
ringo	35	sangacu	9	sen	16
rippookan	32	sangyoo	37	sengecu	10
rittai	(39)	sankoosyo	27	sengo	36
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rokumai	11	sanpun	16	sensensyuu	10
rokuman	16	sanzi	10	sensoo	31
rokunin	11	sanzihan	10	sensyuu	10
rokusen	16	sanzikan	16	sentaku	8
rokuzi	10	sanzen	16	sentakuki	26
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roodoo	37	sanzyuu-nici	24	sibaraku	34
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sicihyaku	16	sizuka	30	sumanai	17
sicimai	11	sizyuu	16	sumaseru	22
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sicisen	16	soko	3	sumu (<i>live</i>)	20
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sicizikan	16	sonnani	37	sunakku-baa	14
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simaru	31	sora	40	suugaku	5
simau	30	sore	1	suupaa-maaketto	17
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sinsecu	20	so(o)site	17	syokki	24
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sinziru	27	-sugiru	38	syokudoo	3
sinzyu	24	sugoi	6	(o)syokugo	25
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sirimasen	20	suisangyoo	37	(o)syokuzi	14
siroi	6	suisenzyoo	25	syooci	16
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taisi	35	tokuni	26	usiro	12
taisikan	35	tomaru	17	uta	25
taitee	7	-tomo (<i>all of</i>)	35	utau	22
Taiwan	9	tomodaci	2	uun	5, 17
takai (<i>high</i>)	13	tonari	17		
takai (<i>expensive</i>)	22	tonikaku	35	W	
(o)taku	21	too (<i>ten</i>)	11	waisyacu	24
takusan	3	-too	11	wakai	20
takusii	39	tooi	13	wakaru	15
tame	28	tooku	12	wanwan	39
tanomosii	40	tooku	12	warau	22
tanomu	19	tooroku	8	warini	7
tanosii	6	tooru	40	warui	6
(o)tanzyoobi	24	toosyu	19	wasureru	35
tatemono	38	tootoo	(34)	watakusi	1
tateru	31	tooyoo	34	watakusitaci	14

	(Lesson)		(Lesson)		(Lesson)
watasu	19	yoru (<i>than</i>)	37	ziten-sya	13
		yorosiku	1, 34	zuyu	40
Y		yoru (<i>night</i>)	10	zizokusee	40
yakamasii	37	yoru (<i>depend on</i>)	37	zizyoo	30
yakusoku	21	yosugiru	38	-zoku	40
yakyuu	40	yotcu	11	zonziru	39
yama	3	yotee	29	zoori	29
yameru	28	yoyaku	8	-zucu	11
yaritoosu	40	yozi	10	zuibun	37
yaru (<i>give</i>)	16	yo-zikan	16	zutto	37
yaru (<i>do</i>)	21	yubiwa	24	zya (<i>then</i>)	5, 17
yasai	22	yuki (<i>snow</i>)	37	zyama	30
yasasii	6	-yuki (<i>bound for</i>)	17	zyamu	18
yaseru	31	yukkuri	21	zyocyuu	19, (35)
yasui	22	yuu	16	zyoobu	20
(o)yasumi	4	yuubinkyoku	3	zyoobusa	38A
-yasumi	9	yuugata	10	zyookan	35
yasumu	16	yuugohan	22	zyoozu	15
yatcu	11	yuukan	40	zyosi	12
yatto	34	yuume	36	zyosiryoo	12
yo- (<i>four</i>)	11			zyuu (<i>ten</i>)	11, 16
yoi	6	Z		-zyuu (<i>all over</i>)	39
yokka	24	zassi	18	zyuugacu	9
yoko	12	zehi	29	zyuugo	11
yoku (<i>often</i>)	7	zi (<i>letter</i>)	21	zyuugo-nici	24
yomai	11	-zi (<i>hour</i>)	16	zyuuhaci	11
yomu	5	zibun	8	zyuuhaci-nici	24
yon-	11	zicuni	7	zyuucici	11
yonhon	16	zidoosya	13	zyuucigacu	9
yonhyaku	16	zikan	21	zyuucici-nici	24
yonin	11	-zikan (<i>length of time</i>)		zyuucizi	10
yonmai	11		16	zyuuku	11
yonman	16	ziko (<i>accident</i>)	39	zyuuku-nici	24
yonpun	16	Zimintoo	19	zyuukyuu-	11
yonsen	16	-zin	1	zyuumai	11
yonzyuu	16	zinzya	32	zyuuni	11
yoo	28	zinkoo (<i>population</i>)	37	zyuunigacu	9
(daidokoro)yoohin	24	zippon	16	zyuunin	11
yoohuku	22	zippun	16	zyuuni-nici	24
yooka	24	zisin (<i>earthquake</i>)	29	zyuunizi	10
Yooroppa	31	zisin (<i>self-confidence</i>)	35	zyuuroku	11
yoozi	16	zisyo	9	zyuuroku-nici	24

	(Lesson)		(Lesson)		(Lesson)
zyuusan	11	zyuusici-nici	24	zyuuyokka	24
zyuusan-nici	24	zyuusyo	19	zyuuyon-	11
zyuusi	11	zyuuyaku	20	zyuuzi	10
zyuusici	11	zyuuyo-(fourteen)	11	zyuuzikan	16
(addition)		moo (already)	26		
genkisoo	38A	nanmai	16	sorewasooto	17
hikooki	17	ookisa	38A	suisen	(25)
icinen(see)	36	oyari	34A	tabesoo	38A
kudasaru	24	rensyuu	21	uresisoo	38A
kure	16				

EXPRESSION

	(Lesson)		(Lesson)
aa soo desu ka	4	ohayoo gozaimasu	32
agatte cyoodai	18	oide ni naru	34
arigatoo (gozaimasu)	3	okagesama de	37
—bakari de naku — mo	32	omedetoo gozaimasu	32
doo itasimasite	3	ome ni kakaru	39A
doo ka simasita ka	15	sayoo de gozaimasu	32
doo simasita ka	15	sicuree (ita)simasu	18
doozo yorosiku	1	sicuree (simasita)	21
gocisoosama (desita)	18	sikkari yaru	36
goran ni naru	35	soo (nan) desu	36
irassyaimasu ka	21	sore wa ikemasen ne	15
itadakimasu	18	suman	19
itadaku wa	18	sumimasen	19
— kamo sirenai	37	—te wa ikenai	30
mesiagatte kudasai	18	—te wa naranai	30
mesiagatte ne	18	— to — (to) no aida ni	38
moo kekkoo desu	18	yoku irasita wa ne	18
mosi ka suru to — ka mo sirenai	37	yoku irassyaimasita	18
nan to mo iemasen	38	yorosiku onegai simasu	29
— ni cuite	22	yorosiku ocutae kudasai	34
— no hoo no deguci	21	zicu wa	37
oagari kudasai	18	— zya arimasen	1

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